

Pupil premium strategy statement – Lons Infant School

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	Data	Data
Number of pupils in school	70	58	
Proportion (%) of pupil premium eligible pupils	17%	34.48%	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026	2023-2026	
Date this statement was published	September 2023	November 2024	
Date on which it will be reviewed	September 2024	November 2025	
Statement authorised by	Governing body	Governing body	
Pupil premium lead	Amanda Joynes	Annette Guthrie	
Governor / Trustee lead	Paul Moss	Nicolas Beswisck	

Funding overview

Detail	Amount	Amount	Amount
Pupil premium funding allocation this academic year	£17460	£23,290	
Recovery premium funding allocation this academic year	£2000	£625	
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0	£0	
Total budget for this academic year	£19460	£23,915	

Part A: Pupil premium strategy plan

Statement of intent

Our intention 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 believe that learning is important regardless of their starting point. We provide learning experiences that gives our children the opportunities to explore the world around them so they constantly achieve and experience success. We are a caring and nurturing school which is why our children thrive!

Our curriculum promotes high expectations and offers children a rich experience, promoting their understanding of the world beyond the school environment. The ambitious nature of our curriculum ensures that all children are able to access all subjects, there is no limit to what and how they can learn and children are encouraged to explore their own interests. All children are supported through scaffolded opportunities and key vocabulary, to achieve their potential.

Children's well-being and happiness is at the heart of all we do. We provide first hand learning experiences that inspire children to develop supportive relationships, strong interpersonal skills and independence.

Children leave Lons Infant and School ready for Key Stage 2 and beyond. We have close links with our Junior school and provide extensive transition opportunities. Our children become resilient, confident individuals, ready for their next adventure

Our ultimate objectives are:

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ For all disadvantaged children in school to make progress from their starting points.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged children.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the children.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.

- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. We will use pupil premium funding to ensure that all children can access relevant support as needs are identified and interventions will be regularly reviewed.

We look to achieve our objectives through:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is equal and of the highest standard.
- 1-1 support
- Additional teaching and learning opportunities provided through external agencies (SALT)
- All our work through the pupil premium will be aimed at children making progress, moving to at least age-related expectations or as close as possible depending on other needs.
- Pupil premium resources are to be used to enable children receiving Free School Meals to achieve Age Related Expectations or higher (Greater Depth)
- Additional learning support.
- Support payment for activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- ELSA groups for pupils in KS1 to support pupils' mental health, well-being, social skills, emotional skills and turn taking skills.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure that are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are 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

Challenges

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

Challenge number	Detail of challenge
1	Children's underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception to year 2 and in general are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, of pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Narrowing the attainment gap across Reading, Writing, Maths and Phonics between PP children and NPP.
5	Develop children who have been identified as needing social and emotional wellbeing .
6	Develop writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. We need to increase stamina in 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
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> -Children will use age appropriate language for their age. -Children will retain new vocabulary learnt from different topics/themes. -NELI assessments will be carried out. -NELI interventions will be set up. -Vocabulary linked to the curriculum is on planning.
Improved phonics and reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> -Outcomes in 2024/25 in phonics show a greater % of disadvantaged pupils met the expected standard. -The higher outcomes in phonics needs reflected in reading -The higher outcomes in phonics needs reflected in writing
Improved maths attainment for disadvantaged pupils at the end of EYFS and KS1	<ul style="list-style-type: none"> -EYFS outcomes in 2024/2025 show that more % of disadvantaged pupils met the expected standard -KS1 outcomes in 2024/25 show that more % of disadvantaged pupils met the expected standard
Narrowing the attainment gap across Reading, Writing, Maths and Phonics between PP children and NPP.	<ul style="list-style-type: none"> -The gap between PP and NPP pupils will be closed or closer in reading. -The gap between PP and NPP pupils will be closed or closer in writing.

	<ul style="list-style-type: none"> -The gap between PP and NPP pupils will be closed or closer in maths. -Pupil progress meeting will show that staff are reducing barriers to support closing the gap between PP and NPP. -Pupil progress meetings will show that staff have identified pupils in need of interventions to support closing the gap in reading, writing and maths.
To develop children who have been identified as needing social and emotional wellbeing.	<ul style="list-style-type: none"> -Data from the ELSA sessions -Data from pupil vice questionnaires -Data from parent survey(s) -Data from observations -the work produced by the pupils -Pupils increase in participation of activities (particularly among the disadvantaged pupils) -Children will be given the opportunity to access extra-curricular activities through PP funding -Play leader at lunch to encourage games and social interaction
Improved writing attainment for disadvantaged pupils at the end of KS1.	<ul style="list-style-type: none"> -KS1 writing outcomes in 2024/25 show that more % of disadvantaged pupils met the expected standard -EYFS writing outcomes in 2024/2025 show that more % of disadvantaged pupils met the expected standard.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition for EYFS to improve oral language skills	EEF guidance suggests that individual and small group work (+4 months impact)	1, 3, 4, 6

	Small group tuition EEF EEF suggests Oral language skills intervention is high impacts for low cost (+6 months impact) Oral language interventions EEF EEF suggests NELI (+4 months impact) Nuffield Early Language Intervention EEF	
Small Group Tuition for EYFS and KS1 to improve maths, writing and phonics	EEF guidance suggests that individual and small group work in English and Maths can raise confidence and attainment (+4 months impact) Small group tuition EEF EEF guidance suggests that phonics interventions are high impact for a low cost (+5 months impact) Phonics EEF	2, 3, 4,
ELSA support children (1:1)	EEF guidance suggests that social and emotional learning is moderate impact for low cost (+4 months impact) Social and emotional learning EEF	2, 3, 4, 5, 6
Play leader	EEF guidance suggests that the development of social skills through play based learning is impact for low cost (+4 months impact) Play-based learning EEF	2, 3, 4, 5, 6

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

Budgeted cost: £15,360.1

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop language skills through NELI and talk boost. £1211.91	Oral language interventions can have a positive impact on pupil's language skills and communication with peers and adults. Approaches that focus on speaking, listening and a combination of the two have positive impacts on attainment.	1

<p>To support and develop mathematical development and knowledge through first class maths, precision teaching and maths intervention programme.</p>	<p>Maths language intervention have a positive impact on maths skills and knowledge.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is most important and it is particularly important to ensure that when children are receiving support from a teaching assistant this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.</p>	<p>2</p>
<p>To support emotional development and social development through the play leader £2938.06 ELSA £5704.33</p>	<p>There is extensive evidence associated childhood social and emotional skills with improved outcomes at school and in later life e.g. improved academic performance attitudes behaviour and relationships with peers.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their peers. These skills are likely to influence a range of outcomes for children. Lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions are likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation.</p>	<p>2, 3, 4, 5, 6</p>
<p>To support phonics and reading through 1-1 interventions and group interventions. £3761.10</p>	<p>Catch-up phonics sessions are carried out daily to enable children to keep up.</p> <p>Children are identified daily through phonics sessions and then 6 weekly through phonics assessments. This helps to close the gap with PP and NPP children. There is a phonics 'rapid catch up' part and a 'daily keep up' part of the phonics scheme to follow as well as what the</p>	<p>2, 4</p>

Cost of this 15 mins per member of staff £1744.70	assessments show – gaps in learning. Lunchtime staff support the development of reading through listening to children read on a weekly basis.	
To develop writing through precision teaching and small group interventions.	Targeted specific needs and knowledge gaps can be effective method to support low attaining pupils or those falling behind both 1-1 and in small groups.	6

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

Budgeted cost: £9892.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for KS1 pupils £4889.43	EEF: Social and Emotional Learning (+4 months impact) We have a member of staff who supports the mental health and well-being of pupils across KS1 and staff across school.	5, 2, 3, 4, 6
ELSA support for EYFS pupils £543.27	EEF: Social and Emotional Learning (+4 months impact) We have a member of staff who supports the mental health and well-being of pupils across EYFS and staff across school.	5, 2, 3, 4, 6
Parental engagement: Cost of Craft days- £200	EEF - The importance of parent engagement in children's learning is widely acknowledged (+ 4 months impact) School has a communication platform – Dojo to improve communication between school and parents. Parent can see what their child is learning. Workshops are set up to help parents in supporting their child at home.	1, 2, 3, 4, 5, 6

Trips £604	EEF- Extra Curricular Enrichment (Arts based approaches + 3 months impact) Trips take place to allow us to enhance the curriculum and ensure that all children have the opportunity to access this	1, 4, 3
Clubs £2340	All pupil premium children have been offered a choice of extra-curricular club funded by school from the following choice.	4, 5
Music lessons £1316	All pupil premium children have been offered a music lesson funded by school from the following choice.	4, 5

Total budgeted cost: £25,252.85

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

Intended outcome	Success Criteria	Outcome
Progress in Phonics	Achieve national average progress scores in Y1 Phonics	<p>FS2 4/22=18% chn in receipt of Pupil Premium of which 3/4=75% did not achieve GLD</p> <p>14/22=63.6% chn achieved a GLD 8/22=36.4% of these chn are on the SEND register 3/4=75% of chn who are PP and SEND</p> <p>Y1 7/22=31.8% chn in receipt of Pupil Premium 17/22=77% chn achieved ARE/+ in reading of which 3/7=42.8% PP did not achieve ARE 12/22=55% chn achieved ARE/+ in writing of which 5/7=71.4% PP did not achieve ARE 14/22=63.6% chn achieved ARE/+ in maths of which 5/7=71.4% PP did not achieve ARE 11/22=50% of these chn are on the SEND register 7/22=31.8% of chn who are PP and SEND 18/22=81.8% passed the phonics screen of which 3/7=42.8% did not pass who are PP</p> <p>Y2 8/30=26.7% chn in receipt of Pupil Premium 18/30=60% chn achieved ARE/+ in reading of which 5/8=62.5% PP did not achieve ARE 15/30=50% chn achieved ARE/+ in writing of which 7/8=87.5% PP did not achieve ARE 18/30=60% chn achieved ARE/+ in maths of which 6/8=75% PP did not achieve ARE 16/30=53% of these chn are on the SEND register (4x EHCP, 6x IF, 6x school support) 8/30=26.7% of chn who are PP and SEND</p>
Progress in Reading	Achieve national average progress scores in KS1 Reading	
Progress in Writing	Achieve national average progress scores in KS1 Writing	
Progress in Maths	Achieve national average progress scores in KS1 Maths	

		9 children to resist the phonics screen of which 4/9=44% passed. 5 of the resists were PP of which 1/5=20% did not pass.
Improved Mental Health and Wellbeing	Pupils happy, less emotional, confident and socially interacting with peers with confidence	This is still ongoing as we are finding that post-covid, children are very anxious as are parents. Parent mental health is having an impact on children's anxiety. Our children feel they have trusted adults (not just the ELSA) they can speak to. Even after our children have completed their ELSA sessions, some children may still need a 'check in' so the ELSA support will not suddenly stop when some children may still need this.
Language Development	Achieving national average for language development in EYFS Communication and Language	Children continue to come to school with lower than usual starting points for spoken language and this is now accompanied with reduced social skills and reduced independence. Our data for was 90.9% achieved GLD for Listening, Attention & Understanding and 86.3% achieved GLD for Speaking.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
ELSA	DCC
White Rose Programme	White Rose maths White Rose Science
Squiggle	
Edukey	£925
Physical Literacy	AVSSP
Talk Boost	Speech and language UK
NELI	Nuffield Early Language Intervention
Staff CPD	Flick Training First Aid

