

# Pupil premium strategy statement

## Stonehouse Park Infant School 2023 - 2026

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Stonehouse Park Infant School
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	March 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Lisa Jones, Executive Headteacher
Pupil premium lead	Lisa Jones
Governor	Sophie Humphreys

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (including Early Years pupil premium)	£48,795
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£53,345</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children feel safe and secure leading to good progress across a broad and balanced curriculum. This is irrespective of the challenges they face in their day to day lives. The focus of our pupil premium strategy is to support disadvantaged pupils in being able to attain well and making progress from their starting points.

We will closely monitor the challenges faced by our children, such as those who have a support from other agencies. Reviewing and reflecting on this information will enable us to meet individual children's identified needs.

Good teaching with high-quality, in-class support is at the heart of our approach, with a focus on understanding the needs of individual children. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. We are confident that in working towards the intended outcomes detailed below, non-disadvantaged children's attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its rigorous focus on quality curriculum design and implantation

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have chosen complement each other to help ensure the needs of individual children are met. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the learning activities they take part in
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's 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	Assessments, observations, and discussions with children indicate issues with early communication and language gaps among many disadvantaged children. This include vocabulary gaps as well as delays in speech and language development.
2	Assessments, observations, and discussions with children suggest disadvantaged pupils generally have lower phonemic awareness and therefore greater difficulties with phonics and/or fluency than their peers. This negatively impacts on their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations, especially in the wider curriculum.</p>
4	Our observations, pupil progress meetings and discussions with pupils and families have identified social and emotional issues for many children, notable due to family stress, reduced parental engagement through lockdown and a lack of enrichment opportunities during school closure and Covid19 restrictions. These challenges particularly affect disadvantaged pupils, impacting on their attainment.
5	There has been a rise in the number of children with identified SEND particularly with social and emotional needs. A large percentage of children on the SEN register are disadvantaged pupils. There has been a delay to identifying specific barriers to learning for SEND children due to Covid19 working restrictions. Self-regulation is an issue for some of our pupil premium children.
6	The attendance of some pupil premium children remains a concern. These children also have had lower engagement with home learning during periods of school closure or isolation.
7	There is a gap in attainment in mathematics at the end of Key Stage One with some pupil premium children struggling to secure early concepts of number

## 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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment for learning.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2025/26 show the percentage of disadvantaged pupils meeting the expected standard is in line with the national average.  At least 100% of non-SEND pupil premium children pass the phonic screening test in Year 1.
To ensure children's wellbeing needs are consistently addressed, particularly for our disadvantaged pupils.	Children's wellbeing needs are being addressed evidenced by: <ul style="list-style-type: none"> <li>• The minutes of the Wellbeing and Inclusion Team show that children's pastoral needs are consistently and proactively met.</li> <li>• There is a significant reduction in recorded behaviour incidents on CPOMS</li> <li>• There is an increase in participation in extra-curricular provision among disadvantaged pupils</li> <li>• Monitoring of both children's and parent's views show positive feedback about the school's pastoral offer</li> </ul>
To ensure the needs of pupil premium children with SEND and other individual needs are addressed systematically through well planned and reviewed tailored provisions.	Children's individual educational needs are being addressed evidenced by: <ul style="list-style-type: none"> <li>• An online provision mapping tool showing a consistent cycle of planning and review.</li> <li>• SEND children make measurable progress from assessed starting points.</li> <li>• Children's reviewed MyPlans show progress against individual targets.</li> </ul>
To improve progress and attainment in maths through implementing the mastering number programme to secure early number concepts	Assessments both in school (White Rose) and at the end of each key stage show a greater number of children attaining age related expectations and the gap between disadvantaged children and their peers is reduced.  The junior school report that children joining Year 3 are better prepared for the expectations on KS2.

## 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

Budgeted cost: **£23,345**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (NFER and AR)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1,2 &amp; 5</p>
<p>Continued subscription to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics catch up interventions for identified children and purchase of additional books to support this.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 &amp; 5</p>
<p>Improve the quality of SEND provision through appointing a full time SENCO for the federation to advise teachers on effective inclusive practice.</p>	<p>There is extensive evidence including SEN support: A rapid evidence assessment Research report July 2017 and The EEF report on Special Educational Needs in Mainstream Schools.</p>	<p>5, 1, 2 &amp; 3</p>
<p>Training for staff in the NCTEM mastering number project through the GLOW maths hub and purchase a reknreks and supporting materials.</p>	<p>There is evidence for increased progress can be found on the NCTEM website: <a href="#">Supporting Research, Evidence and Argument   NCETM</a></p>	<p>7</p>

## Targeted academic support

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure a good level of support is available from teaching assistants. This will enable teachers to target their own support at particular children and will enable the delivery of interventions including precision teaching.</p>	<p>There is some good evidence which shows the effective use of teaching partners can ensure an additional 4 months progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2 &amp; 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Provide Talk Boost interventions in Nursery, EYFS and KS1 to target children's language development.</p>	<p>Oral language interventions are shown to have an impact of 6 months additional progress over a year. <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 &amp; 2</p>

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

Budgeted cost: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain a high level of TA support to ensure children can benefit from well modelled co-regulation and emotional support in a timely manner.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Whole school training on effective use of the Child Protection Online Management System (CPOMS).</p>	<p>Recommendations from other schools and evidence from case studies show a positive impact on meeting children’s needs through consistently recording and monitoring concerns.  <a href="#">CPOMS – Case studies – CPOMS</a></p>	<p>4, 5 &amp; 6</p>
<p>Establish a Wellbeing and Inclusion Team for the Federation. Meet regularly to ensure children’s additional wellbeing and educational needs are addressed proactively.</p>	<p>The EEF toolkit shows a positive impact of 4 months progress from targeting Social and Emotional Learning.  <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-eeef">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures and appointing a Family Partnership Provider to work proactively to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>

**Total budgeted cost: £53,345**

## 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.

Measurable impact on speaking and listening and reading was not seen at the end of the last academic year however since progressing to Year 3 children have made an average on 13 months progress in 6 months according to Accelerated Reader.

The Essential Letters and Sounds phonics programme has been purchased and all staff trained. Two terms of teaching took place but impact in terms of children's progress is yet to be seen.

There is a good system in place for identifying children's pastoral needs. Some pupil premium children have benefitted from additional social emotional support including play therapy.

Behaviour incidents on CPOMs involve fewer children than previously. Behaviour plans and risk assessments are in place for those that need them.

Parent questionnaire results show that 94% of parents report their children are happy at this school indicating satisfaction with pastoral provision.

A clear cycle for MyPlan review is in place and all provision is now recorded systematically. Further work is needed to improve the quality of review. The vast majority of children with SEND are making progress against their targets.



## Further information

### **Additional activity**

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

- embedding more effective practice through curriculum implementation and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- improving phonics provision through an action plan supported by the Mangotsfield English Hub and the purchase of Essential Letters and Sounds.
- offering a wide range of high-quality extracurricular 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 varied sources of data including monitoring in school, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at the EEF guide to pupil premium 2021 giving an overview of 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 and attending recovery curriculum training with Barry Carpenter.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs 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 children.