

East Preston Infant School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	29.11.2024
Date on which it will be reviewed	November 2025
Statement authorised by	Claire New, Headteacher
Pupil premium lead	Philippa Moulson, Deputy Headteacher
Governor / Trustee lead	Jane Jones, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,610

Part A: Pupil premium strategy plan

Statement of intent

At East Preston Infant School, we strive to create an inclusive practice that supports every child in developing their potential 'to be the best that they can be'. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to make good progress from their starting points and develop a life-long love of learning.

Throughout the three years that the children are with us we immerse them in our Rights Respecting and Therapeutic Thinking ethos, so that they develop valued behaviours that will benefit themselves, our school and the local community. We pride ourselves on working closely and effectively with our families, developing good relationships in order to support the children to achieve the best outcomes possible.

We aim to nurture the whole child and develop every aspect of themselves through our child-centred approach to learning. We have created a rich, broad and balanced curriculum that excites and inspires children to be learners, including learning outside of the classroom with a cohesive Forest School and Beach School curriculum.

We personalise learning to meet each child's unique needs, helping them to make strong progress from their starting points. This approach fosters high aspirations for their future success, ensuring that every child is supported in reaching their full potential.

Our flexible approach is responsive to common challenges faced by disadvantaged pupils as well as individual needs and is based on diagnostic assessment and guidance from a variety of sources, including the EEF.

We aim:

- To diminish the difference between disadvantaged and non-disadvantaged children within internal school data and nationally, especially in writing and maths.
- For children and families to value school and education.
- For children to recognise their achievements, developing their social and emotional learning.

We have adopted the three-tiered approach to Pupil Premium spending focusing on:

- Further developing high-quality teaching for systematic synthetic phonics and maths mastery.
- Maintaining targeted tutoring support for early reading development.
- Targeted interventions for language development and oracy.
- Supporting pupils' social, emotional and behavioural needs through our Therapeutic Thinking Approach and ELSA provision.
- CPD opportunities for staff at every level.
- Strong links with preschool providers and a robust transition programme in place to support children joining us in Reception.

We intend that all pupils have access to high quality first teaching, where Early Reading, Early Number and language acquisition are a key driver. Our aim is that disadvantaged pupils become fluent readers, with outcomes at least in line with their non-

disadvantaged peers. We will use part of our Pupil Premium funding to support the further development of teachers and support staff to teach high quality lessons, using assessment to identify strengths and areas for development.

We aim that all pupils, including those who are disadvantaged, have excellent attendance and punctuality through regular monitoring and communication with families.

We support pupils' social, emotional and behavioural needs, including those who are disadvantaged, to remove wider barriers to learning by supporting children to be ready to learn.

We draw on the research outlined in the Teaching and Learning Toolkit from the Education Endowment Foundation

We recognise that not all children who receive Pupil Premium are disadvantaged. We recognise that not all children who are disadvantaged are registered or qualify for Pupil Premium. We support families in applying for Pupil Premium as required.

A tiered approach to Pupil Premium Spending

The Education Endowment Foundation states that considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies:

1 High Quality Teaching

Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.

2 Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.

3 Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy.

East Preston Infant School's approach to Pupil Premium spending is in line with this approach.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped language skills and vocabulary gaps. These are often more evident for disadvantaged pupils.
2	Assessments show that pupils working within the lowest 20% of the classes in reading often include disadvantaged pupils.
3	Assessments show that there is a difference in attainment in writing between disadvantaged and non-disadvantaged pupils.
4	Assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
5	Many of our disadvantaged pupils require additional support to help them regulate, as well as for their mental health and wellbeing.

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.

3 Year Intended Outcome
An embedded culture of high aspirations for disadvantaged pupils based on an approach and belief that all children will succeed through high quality first teaching and learning.
The Monster Phonics phonic scheme and interventions are embedded, impacting positively on the phonic and reading outcomes of disadvantaged pupils
The Mastery approach to maths is embedded, leading to improved outcomes for disadvantaged pupils.
Improved oral language skills and vocabulary, especially among disadvantaged pupils, utilising Speech Link and Language Link.

Intended outcome	Success criteria
1. To address the language development needs of our disadvantaged pupils	<ul style="list-style-type: none"> High quality interactions maintained and further developed for all group of pupils. Use of Speech Link and Language link screening, leading to targeted support to address needs.

	<ul style="list-style-type: none"> • Dialogic talk activities are embedded throughout the school. • Children are able to use and understand a wider range of vocabulary in all curriculum subjects.
2. To improve phonic outcomes and reading fluency for disadvantaged pupils	<ul style="list-style-type: none"> • All staff are highly skilled in phonics teaching, using the Monster Phonics approach. • Phonic assessments will show improvements in pupils' phonological knowledge and application. • Use of targeted academic support, through keep up sessions and catch-up sessions, to ensure gaps are addressed. • The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing.
3. To improve writing outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • High quality teaching for all pupils, building on language development CPD. • CPD sessions will ensure that adaptations and scaffolds enable all children to make rapid progress from their starting points. • Children apply their reading skills when writing. • Children have a good understanding of spelling, punctuation and grammar and apply this to their writing.
4. To improve maths outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • The maths mastery approach and mastering number are embedded, resulting in high quality teaching for all. • High quality CPD from the Maths Hub and subject leads ensures that the mastery approach supports children to deepen their understanding, building fluency and reasoning skills. • Gaps in previous learning will be addressed and misconceptions challenged through questioning and AfL.
5. To meet the needs of all learners, continuing to embed the whole school approach to wellbeing.	<ul style="list-style-type: none"> • Maintain the Therapeutic Thinking Approach so children are regulated and ready to learn. • Support from ELSA for children who require it. • Play therapy will be accessible for those who require it. • Academic Learning Mentor support for pupils who require it to keep up. • The profile of mental health and wellbeing within the school will be promoted. • Attendance for all groups, especially disadvantaged, will be at least in line with national averages.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality, targeted professional development for teachers and Teaching and Learning Assistants to embed Maths Mastery, working with the Maths Hub.	<ul style="list-style-type: none"> ❖ EEF- Mastery Learning (September 2021) + 5 months ❖ EEF- Improving Maths in Early Years and Key Stage 1 (October 2021) 	4
Further develop expertise in systematic synthetic phonics to develop early reading and in turn spelling, ensuring consistency, working with Springhill English Hub.	<ul style="list-style-type: none"> ❖ EEF- Phonics (July 2021) + 5 months 	2, 3
Further develop teachers' skills in Therapeutic Thinking to create a trauma informed classroom which supports pupil wellbeing and supports pupils' self-regulation.	<ul style="list-style-type: none"> ❖ EEF- Metacognition and self-regulation (July 2021) + 7 months ❖ EEF Behaviour Interventions (July 2021) + 4 months 	5
To build on existing expertise in Science by developing scaffolding and improving Scientific Vocabulary	<ul style="list-style-type: none"> ❖ EEF- Improving Primary Science 	1
To embed consistent assessment in writing by using No More Marking to secure judgements	<ul style="list-style-type: none"> ❖ EEF- Feedback to improve Pupil Learning 	3

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

Budgeted cost: £ 33,196.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapy- fund 1/3 of the play therapist for the school year	❖ EEF- Social and Emotional Learning (July 2021) + 4 months	5
Termly pupil conferencing	❖ EEF- Teacher Feedback to Improve Pupil Learning (June 2021) ❖ EEF- Metacognition and self-regulation (July 2021) + 7 months	5
Learning Mentor academic support for phonics and early reading (small group and one to one)	❖ EEF- Phonics (July 2021) + 5 months ❖ EEF One to One Tuition (July 2021) + 6 months in literacy ❖ EEF Small group tuition (July 2021) + 4 months	2
Learning Mentor Support for Oracy (Speech and Language Link)	❖ https://speechandlanguage.link/ ❖ EEF Early Literacy ❖ EEF- Early Years Toolkit- Communication and Language Approaches +7 months ❖ EEF One to One Tuition (July 2021) + 6 months in literacy ❖ EEF Small group tuition (July 2021) + 4 months ❖ EEF Teaching Assistant Interventions (June 2021) + 4 months	1
ELSA Interventions to support metacognition, self-regulation and wellbeing	❖ https://www.elsanetwork.org/elsa-network/evaluation-reports/ ❖ EEF- Social and Emotional Learning (July 2021) + 4 months ❖ EEF- Metacognition and self-regulation (July 2021) + 7 months	5
Supporting Transition from Pre-school to EYFS	❖ EEF Early Years Toolkit- Parental Engagement + 5 months ❖ https://birthto5matters.org.uk/transitions/	5

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

Budgeted cost: £ 1410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support for parents with home learning.	❖ EEF Parental Engagement + 4 months	1 & 2
Mouse Club- to support wellbeing when starting school	❖ EEF Early Years Toolkit- Parental Engagement + 5 months https://birthto5matters.org.uk/transitions/	1 & 5

Total budgeted cost: £ 36,691.84

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Emotional support, managing transitions and self-regulation remains a priority for our pupils. ELSA sessions have continued and have helped children to regulate their emotions. Staff CPD on Therapeutic Thinking has continued to empower staff to help deescalate situations. Observations from external observers such as the LA agree that there is a “calm, purposeful and safe learning environment” (November 2023) and that there are “lots of safe places around the school, including emotion hubs in classrooms and sensory areas where children are supported to recognise and explore their feelings and what helps them.” (November 2024)

In 2023-24 our two ELSAs have supported 14 children in Year 1 (16%) and 18 children in Year 2 (20%). There has been positive anecdotal feedback from both pupils and parents about the impact of ELSA on their children’s wellbeing. Pre and post support scaling shows that this support enabled the children to develop greater resilience and self confidence in themselves as learners.

We have worked closely with local nurseries and families to support transition for our pupils to school, from approximately 20 different settings. 93% of families agreed or strongly agreed that “Mouse Club helped my child to learn more about school and the Mouse Toy eased the transition.” Parents stated “I would like to send my gratitude and

appreciation for making this transition for NAME and us so smooth” and “we’ve found the settling in process to be really good”.

2023-2024 Data

Progress	Subject	Percentage making expected or better progress	Percentage making better than expected progress from Reception
Year R	Reading	100%	
	Writing	100%	
	Maths	100%	
Year 1	Reading	87.5%	25%
	Writing	87.5%	12.5%
	Maths	87.5%	0%
Year 2	Reading	100%	12%
	Writing	94%	6%
	Maths	94%	12%

As a result of our Phonic focus for the school to support Quality First Teaching and targeted keep up and catch-up programmes run by our learning mentor and Teaching and Learning Assistants our phonics results improved to 86%, above the National average of 80%, increasing from 76% in 2022 (National 76%) and 80% in 2023 (National 79%). 75% of our disadvantaged pupils passed the Phonic Screening Check in Y1 (2024) and by the end of KS1 94.1% of our disadvantaged pupils were working at the expected standard in phonics, 11.9% greater than the national percentage of 82.2%.

The Learning Mentor facilitated Speech and Language Interventions by using School Start for 20 pupils in EYFS and 8 pupils in Year 1. All pupils made good progress from their starting points, and 75% passed the programme. However, as many still did not achieve the Communication ELG we are adapting the programme for 2024-25 and will commence Speech Link and Language Link.

Outcomes for disadvantaged pupils will remain a focus for the new plan, embedding Monster Phonics, The Write Stuff and Maths Mastery.

While attendance for disadvantaged pupils was 91.8%, which is lower than non-disadvantaged pupils, this is similar to the national average of 91.5%. In 2023 attendance for this group was 93.3% (National 89.2%) and in 2022 94.1% (National 89.6%).

Taking Time for Talk sessions continued to be very well attended by parents. Feedback from staff was very positive. The sessions:

- helped them understand the lived experience for the child and the family
- allowed them to personalise learning further to support them in class
- built strong, positive relationships with parents

All teachers met one to one with each child in receipt of pupil premium and completed a one-page profile in the autumn term. This was then updated in the spring and summer terms. Feedback gathered from teachers demonstrate the sessions:

- Helped them gather information about the children’s interests, which in turn helped them plan provision in the classroom to hook them into learning that they found more challenging.
- Gave children the chance to open up and share their lived experiences. Teachers felt that children shared more as they were away from the classroom.
- Gave them a greater insight into the children’s aspirations, which were higher than was expected. Again, this then helped teachers to show relevance of learning to the children and help them be more engaged in their education. This has been refined for the 2024-25 academic year to align with learning plans for SEND pupils.

Where the school have asked for voluntary contributions for visits/visitors/experiences, children in receipt of PP have had their contribution met by the funding. All children have participated in the learning experiences.

Externally provided programmes

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

Programme	Provider
Play Therapy	Your Space