

# Pupil premium and Recovery premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding (for the 2023 to 2024 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium and recovery premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium and recovery premium had within our school.

## School overview

Detail	Data
School name	Rose Green Infant School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 – 2026/27
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sally Dreckmann, Headteacher
Pupil premium lead	Sally Dreckmann, Headteacher
Governor lead	Kerida Allaway, Disadvantaged Pupils Lead Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Funding	£335
Recovery premium funding allocation this academic year	£4205 (estimated)
<b>Total budget for this academic year</b>	<b>£45,280</b>

# Part A: Pupil premium strategy plan

## Statement of intent

It is the intention at Rose Green Infant School that every pupil in our school, regardless of their background or the challenges they face, are able to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including allowing our more able disadvantaged pupils to make good or better progress.

We will consider the challenges faced by the pupils who we have identified as being disadvantaged or vulnerable. The activities we have outlined in this statement are intended to support their needs.

High-quality teaching is at the centre of our approach, with an emphasis on areas in which disadvantaged pupils require the most support. 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. It is our expectation that both disadvantaged and non-disadvantaged pupils will make comparable progress.

Our strategy is also links to our wider school plans for continuing education recovery for all pupils following the COVID pandemic.

Our approach will be responsive to common challenges and individual needs, based on our assessments and our knowledge of the pupils and their circumstances. We do not make assumptions. The strategies we have planned link closely together in a holistic approach, to help pupils fulfil their potential.

To ensure our strategy is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- put in place intervention as soon as the need is identified
- ensure all pupils including the disadvantaged are appropriately challenged in all areas of the curriculum

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and pupil conferencing has shown that oracy is underdeveloped for many of our pupils across the school and evident particularly in some of our vulnerable and disadvantaged pupils.
2	<p>Our ongoing monitoring and assessment shows that our KS1 pupils are still, to some extent, impacted by the COVID pandemic. This is despite extensive support, both socially and emotionally and academically in the last academic year. This has impacted on their progress and attainment in writing, evidenced in our data, where in both cohorts, 76% of children met in writing, which was the lowest area compared to other areas of learning.</p> <p>While we have worked very hard on improving our phonics provision over the last year, and this has shown impact in a significant percentage rise in our 2023 phonics data, there is still more work to be done in securing fluency in reading for many children in order that a higher percentage of children reach a reading level to enable them to be 'KS2 ready'.</p>
3	<p>Although the majority of the children across the school made progress in maths last academic year, our internal data shows that our Year 2 PP eligible children are currently going to be below national expectations for the end of KS1 in 2024.</p> <p>Although our Year 1 PP eligible children made good progress in Reception, 30% of them were not on track at the end of their Reception year in maths.</p>
4	Attendance is monitored closely to ensure that any persistent absence is quickly picked up for all children, however data from the previous two years shows that for some disadvantaged children, low attendance does have an impact on learning and therefore attainment.
5	We have identified that many of our disadvantaged or vulnerable families (as well as others) do not have access to devices to enable them to access online learning. This has an impact on any online home learning tasks we set.
6	Our observations and conversations with our families have shown that many disadvantaged families are struggling to find money for things such as school trips, after school clubs and uniform. This has been more of an issue for many of our families since the cost of living has risen.
7	Outcomes in Early Years dropped in 2023 and were below national data; two thirds of disadvantaged pupils did not achieve a Good Level of Development (GLD).

## 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.	Teacher assessments and observations will indicate significantly improved oral language among disadvantaged pupils. The percentage of disadvantaged pupils who meet the ELGs in Listening, Attention & Understanding and Speaking, compared to their non-disadvantaged peers, will not be significantly different at the end of each year.
Improved writing and reading attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in writing and reading will diminish, with the longer term aim of there being no difference.
Improved maths attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in maths will diminish, with the longer term aim of there being no difference.
Achieve and sustain improved attendance for all pupils, but particularly disadvantaged pupils.	Each academic year the percentage of disadvantaged pupils classed as persistent absentees will be reduced across the school with the long term aim that by July 2027, there will be no significant difference between disadvantaged and non-disadvantaged pupils' attendance.
Children's learning will not be negatively impacted by a lack of access to digital technology in the home.	Provision will be in place within school hours for pupils with lack of access to digital technology, to enable them to access key online learning.
There will be no financial barrier to children wearing school uniform, attending school trips or accessing enrichment activities.	Each academic year, all disadvantaged pupils will be funded to go on school trips and will be able to attend one after school sports club per week (this will be funded from the PE and Sport Grant). All disadvantaged pupils will have access to pre-loved school uniform if needed.

Intended outcome	Success criteria
Improved GLD among disadvantaged pupils in Early Years.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils achieving GLD will diminish, with the longer term aim of there being no difference.

Activity in this academic year (2023-2024)

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop the teaching of writing in line with DfE, EEF and CLPE guidance through lead teachers release, to enable them to ensure writing tools and strategies are being used effectively, there is consistency of practice within year groups and to access relevant CPD for themselves and other teachers and TAs.</p> <p>Writing intervention groups for relevant pupils identified by data and progress through the year.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Writing in Primary Schools published by CLPE summarises key elements of writing provision:  <a href="https://clpe.org.uk/system/files/Writing%20in%20Primary%20Schools_0.pdf">https://clpe.org.uk/system/files/Writing%20in%20Primary%20Schools_0.pdf</a></p>	2
<p>Develop use of new resources to further support our phonics programme and ensure stronger phonics teaching across the school.</p> <p>Enhancement of our phonics and early reading planning and teaching in line with DfE and EEF guidance through teacher release, to enable them to embed key elements into whole school practice and access relevant CPD for themselves and other teachers and TAs.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, in particular for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

<p>Purchase of resources to support our maths teaching across the school, within classrooms.</p> <p>Further develop the maths provision across the school, in line with DfE and EEF guidance, through lead teacher release, to enable them to ensure concrete apparatus is being used effectively, there is consistency of practice within year groups and to access/deliver relevant CPD for themselves and other teachers and TAs.</p> <p>Maths intervention groups for relevant pupils identified by data and progress through the year.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches:  <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p>	3
<p>Member of the EYFS team to undertake the National Professional Qualification in Early Years Leadership.</p> <p>EYFS team CPD – in house and external provider</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	7

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

Budgeted cost: £19,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver Language Intervention to identified pupils within the Y1 cohort (Autumn term).</p> <p>Deliver Early Language Intervention to identified pupils within the Reception year group (Spring and Summer term).</p>	<p>NELI has already been piloted in schools and the research from this pilot and our own internal data was used to inform our decision to continue NELI in this academic year:</p> <p><a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a></p>	1
<p>Additional bespoke writing sessions delivered by a teacher, targeted at disadvantaged pupils who require additional support to meet end of year expectations.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	2
<p>Additional maths sessions targeted at disadvantaged pupils who require support using the 1stclass@number resources.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</a></p>	3
<p>Needs based 1:1 and small group TA intervention within classrooms to address errors and misconceptions observed that day.</p>	<p>The EEF guidance states that although TAs should not be used as a teaching source for low attainers, they can, if fully prepared for the role, support the teacher in consolidating learning within the classroom if they have been present and part of the direct teaching:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	2 and 3

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

Budgeted cost: £11,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a qualified ELSA (Emotional Literacy Support Assistant) to work with disadvantaged pupils and support them in addressing their social and emotional barriers to learning and with their wellbeing.	Evidence from the ELSA network and EEF, alongside the Headteacher's observations and impact assessment from their previous school informed our decision to employ an ELSA: <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3 and 4
Embedding principles of good practice set out in the DfE's guidance on school attendance.  Targeted half termly meetings with Designated Schools Team offered, to support improved attendance.	The DfE guidance is based on the best range of action research based advice: <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	4
Offer one funded after school club per week to all disadvantaged pupils for the entire academic year.	We take what EEF call an 'arts for arts' sake' approach to enrichment, feeling that children will never know if they might excel in an area unless they experience it: <a href="https://educationendowmentfoundation.org.uk/news/why-arts-education-matters">https://educationendowmentfoundation.org.uk/news/why-arts-education-matters</a>	6
Fund the voluntary contribution for disadvantaged pupils to attend school trips.	We do not wish to put our disadvantaged families into a challenging financial	6



	situation and so do not ask for the contribution to trips. Historical evidence shows this is appreciated.	
Plan time into the school day to allow pupils without home IT access to complete essential IT based home learning tasks in school.	Since discovering during the COVID pandemic that many of our disadvantaged families have little or no IT access at home, in order that children are not further disadvantaged or made to feel excluded, home learning tasks can now be completed in school if needed.	5
Contingency fund for as yet unknown issues or needs.	Based on past experience of children joining our school with needs or new needs arising for existing disadvantaged pupils, we have decided to set aside a small amount of funding so that we would be able to quickly respond to these as yet unidentified needs.	1, 2, 3, 4, 5, 6, 7

**Total budgeted cost: £45,280**

## Part B: Review of outcomes in the previous academic year

### Pupil premium and Recovery premium strategy outcomes

This details the impact that our pupil premium and recovery premium activity had on pupils in the **2022 to 2023** academic year.

As a result of a further purchase of phonic books and CPD to support the teaching of phonics, our phonics provision significantly improved resulting in 82% of Y1 pupils met the threshold in the phonics screening check, compared to 56.2% in the previous year.

The teacher with responsibility for leading writing has had release time and has purchased further resources to support the teaching of writing. They also ran targeted intervention for identified pupils. These actions resulted in improved end of KS1 outcomes, with 64% of the Y2 cohort meeting end of key stage expectations (compared to 49.4% in 2022) and there was insignificant difference between the outcomes of disadvantaged and non-disadvantaged pupils in writing.

As a result of the purchasing of maths resources, there is now consistency across the classes in each year group.

In Reception, 58% of the pupils eligible for pupil premium met their ELG in number, compared to 88% of non eligible pupils, so as a result of this, our actions for this academic year will address this. In Year 1, 25% of pupil premium pupils and 65% of non-eligible peers met end of year expectations so this will continue to be a focus as they move into Year 2. In Year 2, 67% of pupil premium eligible pupils met end of KS1 expectations compared to 69% of non-eligible pupils.

The NELI programme was delivered as planned with a group of Reception pupils and the end of year data showed that the pupil premium eligible pupils had made good progress in listening, attention and understanding and speaking since their initial assessment in October 2022. Some of the eligible pupils continue to have speech and language support into Year 1.

Additional phonics intervention took place using a Y1 teacher. Although only 25% of the pupil premium eligible pupils met the screening threshold, all pupils made progress from the mock screen in April to the actual screen in June. Those who did not meet the threshold continue to be supported into Year 2.

Additional writing sessions took place in the summer term using a Y2 teacher, and pupil premium eligible pupils taking part in this intervention made good progress; 60%

of the pupil premium eligible pupils met or exceeded end of key stage expectations in writing compared to 64% of non eligible pupils.

We had planned to run 1stclass@number interventions but due to other priorities that arose during the year, the staff who were allocated to do this were re-deployed. We instead supported pupils through in-class interventions. By July 2023, 67% of pupil premium eligible pupils met or exceeded end of key stage 1 expectations in maths compared to 69% of non eligible pupils.

Again this year, our ELSA has supported many pupils with social and emotional barriers to learning, including some who were pupil premium eligible. Anecdotal evidence and pre and post support scaling shows that this support enabled the children to develop greater resilience and self confidence in themselves as learners.

Attendance continues to be an area of focus for us. In July 2023, our attendance for the 2022-23 academic year was 93.87%. 50% of the Y1 pupil premium eligible pupils (2 out of 4 children) were persistent absentees by the end of the year. 30% (3 out of 10 children) were persistent absentees in the Reception pupil premium eligible pupils group. We continue to work with the families of these children to improve attendance as they remain with us this year, and the information about persistent absentees in Year 2 has been passed to the Junior School. During 2022-23, we established a working relationship with the Dedicated Schools Team who have begun work to support us with attendance, for example by meeting with parents / carers to work on overcoming barriers to attending school. Attendance continues to be an area for improvement in this year's plan, as we work towards our 95% attendance target.

All eligible pupils had access to one paid after school club per week and an average of 50% of them took part in a club across the year; it is our aim to continue to promote the offer of a paid after school club with eligible families and further increase this percentage uptake in 2023-24.

In 2022-23, each year group went on a trip; Reception to Arundel Wetlands, Year 1 to the Weald and Downland Museum and Year 2 to Southsea Aquarium. Year 2 also had two visits from the Rainbow Theatre. All pupil premium eligible pupils had this enrichment funded.

During home learning periods as a result of COVID, we became aware of pupils who had no or limited access to the internet and/or devices so we now ensure that they are able to access any home-based learning tasks in school. This is an area we wish to further improve on in 2023-24 and so we will be undertaking a school-wide audit to ascertain the current situation regarding access to internet and devices in order to best support our current pupils.

We used some of the funding allocated for contingencies to support some eligible families as needed, for example with uniform or additional food vouchers.

## Externally provided programmes

No non-DfE programmes were purchased in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As we only had one eligible pupil, we choose not to identify how this funding was used to support them.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### **Planning, Implementation and Evaluation**

Having a three year plan works perfectly for us as an infant school, thinking about the children coming into Reception and what we wish for them to have experienced and achieved by the end of Year 2 when they move on.

When creating our plan, we evaluate why some activities planned and undertaken in previous years have not have the impact we had hoped for. Historically, our approach was not always triangulated from multiple sources of data but now we do this, we anticipate a change in terms of the activities planned having good impact. Historically, we have used TAs to support many of the disadvantaged pupils in intervention groups. While we continue to do this, our TA support is now predominantly within classrooms, re-teaching concepts from earlier that day or pre-teaching for the next day, to ensure the most effective impact.

Another significant change in our approach is that we take a holistic approach, reviewing each child individually, looking not only at their academic data and day to day learning needs, but we also discussing their attendance, behaviour, mental health, wellbeing, safeguarding concerns, family circumstances and access to technology, to ensure that our plan is really tailored to the specific needs of the disadvantaged pupils in our school at that time.

Ultimately, it is our aim that this approach to planning, alongside continued use of action research to support our decisions, will secure the best possible outcomes for our disadvantaged pupils.