

Fleet Infant School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Fleet Infant School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	M Clark
Pupil premium lead	J Beasley
Governor lead	S Watson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,825
Recovery premium funding allocation this academic year	£1,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,825

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and develop into resilient and confident children prepared and inspired for life in the modern world.

At Fleet Infant school, all our staff strive to achieve the very best outcomes they can, for every child, through high quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and also that not every child who is disadvantaged receives Pupil Premium funding and therefore reserve the right to allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our approach will be responsive to common challenges and individual needs, identified by robust assessment, not assumptions about the impact of the disadvantage. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all pupils' progress, we also closely track how well children who receive funding are achieving in comparison to their peers in order to narrow the gap. The approaches we use complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work they're 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	Poor parental support around reading at home and practising basic maths skills.

2	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among some disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations and discussions with pupils suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils may have greater difficulties with writing than their peers. Poorer reading development will impact on writing attainment.
6	Assessment observations and discussions with staff have shown some children have poorer attendance and this can have an impact on their attainment and progress.
7	Assessments, observations and discussions with pupils suggest some disadvantaged pupils may have greater difficulties with fine motor skills and pencil control than their peers.

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 reading attainment among disadvantaged pupils.	% of Pupil Premium children achieving ARE in reading will be in line with All Pupils.
Improved attainment in Phonics at the end of EYFS, Year 1 and Year 2.	% of children who pass the phonics screening in June each year will be in line with All Pupils. 100% of Year 2 children will pass the autumn phonics screening each year if they did not pass it in Year 1.
Improved attainment in maths for disadvantaged pupils, at the end of KS1.	% of Pupil Premium children achieving ARE in maths will be in line with All Pupils.
Progress in writing	% of Pupil Premium children achieving ARE in writing will be in line with All Pupils Development of fine motor skills to support writing.
To achieve and sustain improved well-being for all pupils in our school, particularly the disadvantaged. Children will develop strategies to regulate their emotions	Children will be able to join in learning effectively. Pupil voice, teacher observations and conversations with parents will show sustained higher levels of well-being.
Parents read regularly and support all home learning	Frequency of reading at home increased to support continued progress.

<p>Parents are confident to seek support when required and understand school processes and behaviour strategies.</p>	<p>Increased attendance at parental support sessions and meetings resulting in a positive change in home learning and behaviour at home and school for all pupils but especially disadvantaged pupils.</p>
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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: £ 11,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher released to work with small groups and 1:1 £11 980	Working 1:1 or with a small group allows the DHT to target specific gaps identified by the class teacher which can then be addressed quickly so that the children keep up with the curriculum. EEF toolkit evidence states that individual tuition has high impact for moderate cost (+5 months)	1 2 4 5

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

Budgeted cost: £ 22.414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tuition with LSA's. Support for reading, Phonics, Handwriting, Mental maths £16,272	Intensive tuition and interventions in small groups or 1:1, is often provided to support lower attaining learners as well as those who may need boosting to greater depth. e.g. Peg to Paper, Dynamo Maths, Clever bodies, Precision Teaching, Daily reading, writing basic skills and maths basic skills EEF toolkit evidence states that small group tuition has moderate impact for low cost (+4 months)	1 2 4 5
Attendance at Nurture Group to support children who are having difficulty accessing learning through SEMH difficulties.	Support from outside agencies indicates that some children need individualised social and emotional support over and above their peers. Interventions which target social and emotional learning seek to improve children's interaction	3 6

ELSA sessions with individuals £6,142	with others and self-management of their emotions. These children require this to enable them to be ready to learn. Support for emotional needs, health and mental wellbeing will enable pupils to be better placed to access their learning and to achieve good academic outcomes. EEF toolkit 2 7 evidence states that social & emotional learning has m	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor £327	Use of parent support advisor to support parents with behaviour and emotional support. Build parents confidence in how to support their child's learning and/or behaviour at home., which will lead to better outcome sin school. More intensive programmes for families in crisis available.	1 2 3 5 6
Funding support for families £2,269	Families are offered a variety of different types of support based on individual circumstances. This could include <ul style="list-style-type: none"> - School visit funding - Milk - KS1 extra-curricular clubs - Holiday clubs Financial support will enable all pupils to fully participate in enrichment activities and to be able to access the full curriculum, both within and outside of school. This document supports this approach: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf	3

Total budgeted cost: £36,990

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 2022 to 2023 academic year.

Year 2

In Year 2, 75% (3 out of 4) made ARE in reading compared to 90% for All Pupils. All children made great progress in reading, with the child not achieving ARE making 2.5 years progress in 9 months as measured by the Salford reading test.

75% (3 out of 4) pupils made ARE in writing compared to 83% of All Pupils. One pupil who did not make ARE made good progress but was just attaining under the expected standard.

100% (4 out of 4) achieved ARE in maths compared to 90% for All Pupils.

100% of the Pupil premium group passed the phonics check in Year 1.

Year 1

67% of Year 1 children (4 out of 6) passed the phonics check compared to 93% of All Pupils. Extra 1:1 phonic sessions were very effective in targeting blending and segmenting gaps. One of the children who did not pass is also on the SEND register, the other two children made accelerated progress across the year.

Year R

100% (2 out of 2) of Year R children met the GLD compared to 90% of All Pupils. Extra 1:1 reading, writing and phonics with the children has helped them improve their skills in basic literacy and numeracy to try and support them in being ready for Year 1.

Children on both SEN and PP register were fine level tracked and showed good progress albeit in small steps.

There were no EAL children on the PP register this academic year.

ELSA/Nurture Group sessions - The use of these interventions supported children's ability to access the curriculum and provide equity. Home school liaison proved to be effective through parent meetings during the year. Teachers reported that children enjoyed sessions and this supported their classroom learning and mental well-being.

Parent Support Advisor - A valuable provision for the school. One sessions for parents around children with anxieties followed by 1:1 appointments, which were well attended. Identified families are well supported and sign posted to further help if needed.

Educational Psychology Support was accessed for two children on the PP register, giving an opportunity for some joined up thinking with parents and staff. This supported improved progress for the child.

Primary Behaviour Service was contacted to support one child settling into a new school.

All PP children have attended visits to ensure inclusivity. All KS1 children have been offered one club a term.

Milk provides nutrition and support a healthy diet and is provided free for any FSM children who would like it. This is currently 75% (3 out of 4).

One family has been offered 5 days each in Holiday Clubs over the summer holidays to support working single families and to provide the children with some social interaction during the long summer holiday.

Pupil Premium children's attendance is assured through providing transport where needed and necessary. All children attending full time have an attendance of 85% or higher.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See above
What was the impact of that spending on service pupil premium eligible pupils?	Of the two/three Year 1 service children (one child came off the register in April 2023) ,two achieved ARE in all three core subjects and the other achieved ARE in reading and writing (only joined the school in April 2023). All three children passed the phonics check. The one service child in year 2 achieved ARE in all three core subjects.

