

Pupil Premium Strategy Statement 2023-24

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	Langstone Infant School
Number of pupils in school	258 (23-24)
Proportion (%) of pupil premium eligible pupils	54 (21%) (September 2023)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Jane Bush
Pupil premium lead	Charis Knapp Sian Fletcher
Governor / Trustee lead	Irene Baldry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year;	£90, 416
Recovery premium funding allocation this academic year	£8,845
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	£92,414

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that pupil premium children are able to achieve their full potential. The needs of all children are met by carrying out an initial assessment of need. The areas we consider are Academic requirements, Welfare (including behavioural, social and mental well-being) and finally, Enrichment as these are the areas of need we believe our children to have. We want all children with this entitlement to benefit from this holistic approach where all possible needs are considered.

Academic – Children’s academic needs are identified in class and their progress and attainment is analysed. Any individual or group gaps in performance to other children in their class or more widely those nationally, will be addressed through interventions such as ‘Little Wandle keep up/ catch up’, or ‘small group support’. This is overseen by the Inclusion & Intervention Team’ who support staff in the identification of target groups/ individuals and deliver and evaluate interventions. These gaps are currently cohort specific but are linked to the core areas of Maths, Reading & Writing. Teachers will be supported to engage with research to further develop practice.

Welfare - Children will be supported to develop recognising the need to enhance their ability to communicate effectively. The Nurture Team supports the I & I Team to closely monitor children with an entitlement, separately to the rest of the school. They provide support for both family and child/ children when it is needed. In addition to this, the Data Officer will work closely with families to ensure barriers to good attendance are addressed. We will also look to purchase additional support where it is appropriate.

Enrichment - this enables the school to be fully inclusive by supporting the cover of costs to build a curriculum based on experience. This funding partly enables the school to meet the needs of individuals with updating technology, engaging with the digital strategy and providing resources that teachers identify as helping to address gaps in learning or valued experiences.

Challenges

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

Challenge number	Detail of challenge
1	In internal and external assessment, children’s achievement in core learning is below that of non-disadvantaged pupils. This is particularly evident in children with an entitlement that have additional needs (SEN) and often gender specific to cohorts.
2	Observations show that a limiting factor for children is their vocabulary and ability to communicate together with their emotional/ social development.
3	Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences limiting their cultural capital and ability to make links in learning.
4	Our attendance data indicates that disadvantaged pupils has been lower than their peers with last year showing a difference of 1.1% 17.2% of disadvantaged pupils have been ‘persistently absent’ compared to 8.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

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
<p>Achieve standards in line with their peers in KS1 Reading, phonics, writing and Maths.</p> <p>Reading 80% ARE, 20% GDS, Writing, 80% ARE, 5% GDS, Maths 80% ARE, 6% GDS</p>	<p>Whole school data shows a closing of the attainment gap with peers</p> <p>At least 85% of pupils in Y1 achieve pass in PSC</p> <p>Children are able to access learning with increasing independence</p>
<p>Children have the emotional stability and communication skills to access next stage of learning</p>	<p>All children speak in full sentences in response to questions.</p> <p>Children demonstrate being reflective, resilient thinkers</p>
<p>Children use knowledge and experiences to improve understanding</p>	<p>Children are able to share experiences and how these have impacted on learning</p> <p>Children are motivated and engaged by experiences</p>
<p>Parental Engagement & Attendance</p>	<p>Sustained high attendance from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no less than 97.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 7%.

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: £11,305.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a SSP (Systematic Synthetic Phonics) program to ensure consistency and resources support ongoing improvements in reading and writing	(EEF +2 Months, ***) Phonics Report https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics -	1
Accelerated Reader and associated tools are fully implemented and embedded for all children	(EEF +5 Months, ***) Project Report on Accelerated Reader Accelerated Reader EEF (educationendowmentfoundation.org.uk)	1
Work with Maths Hub & University to develop Maths Leader in order to support staff pedagogy for Mastery Math	(EEF +2 Months, ***) Mathematics mastery – Primary Report https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020	1
To develop oracy in children in order to develop communication		1,2

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

Budgeted cost: £70,481.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two senior teachers assigned to year	(EEF +4 Months, **) Reports on small group tuition	1, 2

groups to provide small group tuition	Small group tuition EEF (educationendowmentfoundation.org.uk)	
To utilise 1:1 tuition for targeted children in phonics	(EEF +5 Months, ****) Reports on 1:1 and small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 2 3

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

Budgeted cost: £20,670.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Team – working with small groups and 1:1 support to support emotional and behavioural needs.	(EEF +5 Months, ****) Reports on Behaviour Interventions and Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Provide opportunity in broadening the curriculum through experiences both on site and off	That children within Portsmouth need to be exposed to broader cultural awareness/ experiences in order to drive aspirations and provide exposure to the wider world. Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	3, 4
Embedding principles of good practice set out in the DfE's	DfE Sept 2021 https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-	1 2 3 4

<p><u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p><u>attendance-actions-for-schools-and-local-authorities#attendance-officers</u></p>	
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Total budgeted cost: £ 102,456

Part B: Review of outcomes 2022-2023

Pupil premium strategy outcomes

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

Teaching priorities included development of all staff in the delivery of phonics and the teaching of reading and writing. The impact has been that all staff are now able to consistently use the new validated phonic scheme of Little Wandle in their targeting of disadvantaged groups. The focus on high quality teaching and rigorous assessment tracking is identified as having a significant impact on those who are the most disadvantaged.

Data has shown that there has been a significant impact on the standards in Phonics this year. 81% of disadvantaged children achieved the expected Phonic Screen Check pass mark in the current Year 1 cohort. In contrast to the previous year's data where 44% disadvantaged children achieved the PSC pass mark. Of those disadvantaged Year 2 children who re-sat the PSC this year, 93.3% of disadvantaged pupils now achieved the pass mark.

The inclusion and intervention team have worked closely with staff to address areas for development at an individual level. Book sampling shows an increase in consistency of group work, annotations and provision for disadvantaged pupils.

The school has engaged with English and Maths Hubs which have continued to equip staff in these core areas of learning. Hub support has allowed the mastery curriculum to continue to become embedded in Maths. Support from the English Hub has ensured that the school maintains a fidelity to the Little Wandle scheme and staff continue to run daily 'keep up' sessions addressing gaps in phonic knowledge.

Due to staff illness and demand of phonics provision, the planned continuation of targeted language and oracy skills support, has not been implemented in EYFS this year. The development of language and oracy will now become a whole school focus for the next academic year.

There has been a successful systematic approach to the running of interventions throughout the year, overseen and aided through the introduction of the 'Inclusion and Intervention team'. Academic mentors and Senior staff were utilised, as well as teaching assistants, working under their guidance. The impact in these groups has seen an increase in the number of children who have passed the PSC and are working within Age Related Expectations. The majority of disadvantaged children who were a part of these intervention made accelerated progress during the intervention. (Break down of PP progress can be seen on mid-year strategy statement)

Our wider agency involvement included engagement with outside agencies to support the significant increase in emotional need. The SENCo, Educational Psychologist, school nurse, Speech and language therapist and Mental Health Support Team have enabled children to address specific needs and provide families with ongoing support.

ELSA support from the Junior school has been utilised to address specific needs children with the highest social and emotional difficulties and ensure they are ready for learning. 50% of the children receiving ELSA support were pupil premium. Of those pupil premium children, 75% no longer require ELSA support and have made significant progress from their starting points.

