

## Polesden Lacey Infant School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Polesden Lacey Infant School
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Rebecca Mole
Pupil premium lead	Rebecca Mole
Governor / Trustee lead	EH

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£5,530

## Part A: Pupil premium strategy plan

### Statement of intent

When deciding how to spend the pupil premium grant, we look at the potential barriers to learning which may be faced by children in receipt of pupil premium in the context of our school. The reasons for potential underachievement are many and varied and include; specific learning difficulties, reduced support at home; social and emotional difficulties due to complex family situations or attendance and punctuality issues. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this.

At Polesden Lacey Infant School, we aim to build expertise which will enable us to provide support to help children to overcome barriers to learning and reach their targets at the end of each academic year.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. Children at Polesden Lacey Infant School achieve and attain well, often at standards much higher than those expected nationally. However, some children in receipt of pupil premium do not always attain as well as those who are not entitled to the pupil premium grant nationally. We aim to diminish this difference for our children.

### Challenges

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

Challenge number	Detail of challenge
1	PPG pupils are identified as having emotional and social barriers to learning
2	Aspirational targets for PPG pupils need to be consistently set
3	Limited vocabulary seen with some pupils
4	Attendance for some pupils is below expectations of 96%

### 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
Develop emotional literacy for PPG pupils to ensure they are ready to learn	Social and emotional barriers to learning for PPG pupils are reduced and the PPG pupils are able to access the learning across the curriculum enable them to make accelerated progress

Higher rates of progress across KS1 for pupils eligible for PPG.	Pupils eligible for PPG make as much or more progress as 'other' pupils across Key Stage 1 in maths, reading and writing.
Increased progress for all PPG pupils in writing	PPG pupils make as much progress or better than their peers in Writing both nationally and as calculated using the criteria in Polesden Lacey Infant School Assessment Policy.
Higher attendance for PPG pupils	PPG pupils have an attendance of 96% or above  Pupils are making accelerated progress

### 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: £1030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the curriculum and teaching strategies to support learning for all pupils across all curriculum areas – External trainer and School Alliance for Excellence 'Walkthru' project	Quality First Teaching is identified by EEF as one of the most effective ways to improve attainment.	2 and 3
Review assessment and Feedback for pupils to enable them to make the best possible progress – external trainer	EEF says that, done well Feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.	2
Regular professional development for all teaching and support staff.	We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children, and therefore investment in teaching staff: recruitment, retention and quality training is imperative. We are all learners – whatever our role – and we want our staff to be continually developing and striving for improved outcomes.	1, 2 and 3
All staff identify those making less than good progress or not achieving year group expectations	We know that quality teaching has the greatest potential to raise standards for all children, but especially disadvantaged children, and therefore investment in teaching staff: recruitment, retention and quality	2 and 3

	training is imperative. We are all learners – whatever our role – and we want our staff to be continually developing and striving for improved outcomes. This helps to ensure staff have high aspirations for all pupils.	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £2500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
High quality interventions - that are rapid, effective and individualised - delivered by teachers and support staff	We know it is vital that gaps in children’s understanding are quickly identified and addressed through targeted intervention and support; this is especially true in the foundation stage and where speech and language barriers exist, so that the attainment gap is not exacerbated at the beginning of their school journey. According to the Education Endowment Fund ‘targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment’ and this has been verified by our own experiences. We recognise the impact teaching assistants can have on pupil progress, particularly when working in this context, as well as the need for parental engagement and positive collaboration. We have carefully mapped out our interventions to be short sharp and tailored to the needs of individuals	2 and 3
Purchase of more phonically decodable books to support early reading	EEF say that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. The new books will support the learning and use of phonics.	2
Purchase of high quality reading for pleasure books	EEF say that it is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. These books will have challenging language to develop pupils’ vocabulary	2

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

Budgeted cost: £2000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Home School Link worker employed	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	1
Drawing and talking	EEF Toolkit suggests that there is evidence that targeted social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself	1
Monitoring of attendance and punctuality of PP pupils by Headteacher. Red Hot list created monthly.	Support for families school and EWO to improve attendance and reduced rates of persistent absenteeism in all pupils, including PPG, supporting better progress and attainment	4
Access to clubs and trips	Broadening the cultural capital of pupils to widen their experiences	1, 2 and 3

**Total budgeted cost: £5,530**

## 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 2023 to 2024 academic year.

All staff have high expectations for PP pupils. The progress of the pupils is good or better. Each PP pupil has an individual plan (if they are on the SEN register their plan is taken from their SEN support plan) Progress against the targets is strong.

As part of their weekly release time staff assess where the pupils are with their learning and plan for the next steps. Teachers have also spent time during teaching providing verbal feedback to the pupils, which has positive impact.

Release time and cover for staff as well as additional training for supporting pupils with additional needs. Drawing and Talking training was included for an additional member of staff. Pupils identified for this support and feedback from staff shows that pupils are able to focus on learning after sessions.

Specific interventions in place depending on the needs of the pupils - focussed and specific. Enabled pupils to make excellent progress in reading.

Families supported enabling pupils to be able to focus on learning.

PP attendance is 95.48%

### 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
Drawing and Talking	Drawing and Talking intervention run by a member of staff trained by Drawing and Talking