

# Pupil premium strategy statement – East Boldon Infant School

This statement details our school’s use of pupil premium (and recovery 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	175
Proportion (%) of pupil premium eligible pupils	13 pupils FSM, 3 pupils PLAC 16 in total.
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Board
Pupil premium lead	Miss L Holt
Governor / Trustee lead	Mrs H Kelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28, 310
Recovery premium funding allocation this academic year	£2, 000
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <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>	£30, 310

# Part A: Pupil premium strategy plan

## Statement of intent

*East Boldon Infant School believes in the importance of providing all pupils with the best possible education and supporting them to make good progress and achieve well irrespective of background.*

*Our priority for our pupil premium strategy remains parallel to the priority for all of our children in school; that they are supported to achieve the best they can academically, personally and socially and emotionally. We recognise that experiences for our disadvantaged children may differ and acknowledge a supportive and inclusive environment where we direct targeted support where it is needed.*

*High quality teaching is at the centre of our approach, within a broad and balanced curriculum. Our commitment is that every child (both those who are disadvantaged and those who are not) benefit fully from this and any gaps in learning are identified and reduced.*

*We plan to provide targeted academic support through specific interventions and also wider intervention strategies relating to non-academic barriers to success in school, including attendance, behaviour and social and emotional support.*

*Our plan works towards the key areas identified through ongoing assessments and pupil knowledge and these key areas are regularly monitored on a termly basis. Our allocation is small, but it will enable us to support children within curriculum time if there is a specific learning difficulty or barrier to learning, or subsidise particular areas both in/out of school to support our disadvantaged children to extend their learning opportunities.*

*We want to ensure that all staff take responsibility for their disadvantaged learners within their class/year group and work together to achieve the best outcomes for these pupils, intervening without delay when specific needs have been identified.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	31.25% of the pupil premium group have had some adverse childhood experiences. Pupils are entering Reception with lower social and emotional attainment (PSED 66%). This undoubtedly has an impact on the learning behaviours within school.

2	Attendance and punctuality can be a barrier for some disadvantaged children.
3	18% of the pupil premium group have an EHCP and/or an identified specific SEND need. A further 18% have additional needs identified including speech and language, visual needs, motor skills difficulties, concentration and focus, memory skills and behavioural needs.
4	84% of the pupil premium group are working below ARE within writing. On entry 83% of the Reception pupil premium group are working below ARE in writing development. Whilst the needs of the pupils have been recognised within the pupil premium group, there is a whole school target to improve attainment within writing, focusing in particular on spelling and handwriting.

## 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 wellbeing and engagement in learning for all of our children in school including our disadvantaged children.	<p>Increased engagement in extra curricular activities and opportunities for wider curriculum experiences to give increased cultural capital opportunities.</p> <p>Specific case studies relating to identified children, demonstrating feedback from pastoral support and interventions e.g Elsa/Lego Therapy/Nurture sessions.</p>
Improve writing skills, focusing on handwriting/fine motor and physical skills and phonic and spelling application.	<p>Assessments and observations demonstrate improved handwriting and spelling skills over time – evidenced through workbooks/observations (EYFS).</p> <p>ALL PP children (non SEND) to aim to reach ARE in writing at the end of the academic year.</p> <p>Where a specific SEND need has been identified, monitoring individual targets to ensure they close their individual learning gap. Case studies to evidence and support this progress.</p>
Attendance and punctuality rates of disadvantaged children in school to be in line with 96% and above. (Academic year 2022-23 = 95.38%)	<p>To monitor the attendance and punctuality of the PP children on a half termly basis.</p> <p>To inform parents regularly of their child's attendance.</p> <p>To raise attendance across the year of disadvantaged children in line with school average.</p>

## 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: £1, 795

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continually ensure quality first teaching and learning across school so that all of the teaching is at least good and many of which is outstanding.</p>	<p>“The core business of teaching matters more than anything else in school, particularly for pupils from disadvantaged backgrounds” Sutton Trust.</p> <p>Evidence supports that good teachers are especially important for pupils from disadvantage backgrounds. For those who are disadvantaged, the difference between a good teacher and a weaker teacher is a year’s learning (Sutton Trust Review 2011 and social mobility Commission 2014b)</p>	<p>1, 2, 3, 4</p>
<p>Improve the quality of SEMH learning by improving staff knowledge and responses to adverse childhood experiences and specific SEND identified needs e.g. sensory, physical, visual, hearing – whole staff CPD, Healthy Minds targeted year group support.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average weaker SEL at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils, lower SEL skills are linked with poorer mental health and lower academic attainment (EEF)</p>	<p>1</p>

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

Budgeted cost: £17, 356

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring, in school working with identified children.	NFER Report shows a 16% increase in outcomes when one to one tuition).	2, 3, 4
Small group tuition working with targeted groups of children and monitoring progress half termly.	NFER highlights - data driven school which focus on early intervention rather than end of Key Stage raised attainment more effectively. NFER Report shows a 20% increase in outcomes when small group teaching (16% when one to one tuition).	2, 3, 4
Interventions to support children to 'keep up' rather than 'catch up' with specific learning.  1:1 or small group work in school with T/TA to work with identified children (Reading/Writing/Maths)	There is good evidence that providing intensive 1:1 and small group tuition, for short, regular sessions over a set period of time can enable children to keep up with their peers.  NFER reports that data driven schools which focus on early intervention rather than end of KS outcomes raised attainment more effectively.	2,3,4

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

Budgeted cost: £ 11, 159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing wider experiences for the children in school through additional visits/visitors/curriculum enhancements. For all children to have improved opportunities and experiences to link	A trip is one of the best tools that we can use to provide every student with real-world experiences.  When students leave the classroom, they see the connections between what is happening at school and in the 'real-world'. They begin to see that what they learn within the walls of the classroom can help them solve the problems they see in the world around them and can have a direct impact on who they become as people.	1, 2, 3, 4

<p>learning experiences through the curriculum.</p> <p>Support for social and emotional development as well as language and communication development through increased arts opportunities.</p>	<p>A recent visit by Emilyn Ruble Whitesell showed that trips and hands on learning make concepts more memorable.</p> <p>The EEF has found that Arts Participation approached can have a positive impact on academic outcomes in other areas of the curriculum, Wider benefits such as more positive attitudes to learning and increased well being have been consistently reported.</p>	
<p>Regular monitoring to improve the attendance of the disadvantaged children.</p> <p>To aspirationally aim for all groups to be 95% attendance for the academic year.</p> <p>Whole school attendance 97% (2022-23 – 95.38%)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>EEF report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at the end of key stages. Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. 83.9% of pupils with no missed sessions achieved the expected standard, compared with 40.2% who were persistently absent.</p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></p>	2
<p>Improving the quality of social and emotional learning.</p> <p>Implementing the Learning Behaviours across classrooms and ensuring usage within all curriculum areas.</p> <p>Pastoral support time with trained worker through access to Elsa/Lego Therapy strategies and interventions.</p>	<p><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></p> <p><a href="https://www.nfer.ac.uk/leading-character-education-in-schools-case-study-report/">https://www.nfer.ac.uk/leading-character-education-in-schools-case-study-report/</a></p> <p><a href="https://www.nfer.ac.uk/media/2067/pace02.pdf">https://www.nfer.ac.uk/media/2067/pace02.pdf</a></p> <p>Evidence associates childhood social and emotional skills with improved outcomes at school and in later life in relation to physical and mental health, school readiness and academic achievement, crime employment and income.</p>	1

Identify and work supportively with families to support with wider household difficulties.	Our experiences within school across the past few years have identified a need to respond to families in need of support, that may not have been identified.	1, 2, 3, 4
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**Total budgeted cost: £ 30, 310**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

	Total Children	Total disadvantaged
% of children achieving GLD	83%	85%

A Good Level of Development is determined when a child achieves the expected level in each of the Early Learning Goals for the Prime areas of Learning and Reading, Writing and Maths.

Of the 7 PP children in 2022-23, 71% achieved a GLD. One child had an identified SEND need.

	Total Children	Total disadvantaged
% of children meeting the expected standard in Phonics	88%	50%

Of the less than 5 PP children, 50% achieved the standard. Of these 1 child had an EHCP and 1 child has specific SEND needs.

	Total children	Total disadvantaged
Reading	87%	83%
Writing	73%	83%
Maths	80%	67%

6 children access PP funding. One of these children had an EHCP. Their results meeting the expected standard or above can be seen above.

*Obviously with the small numbers of children that we have accessing the PP funding, a level of caution needs to be taken in comparative to the full cohort of children.*



