

Pupil premium strategy statement – Carterhatch 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	316 – Including Nursery
Proportion (%) of pupil premium eligible pupils	42% - Not including Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adrienne Barrell & Sarah Clements
Pupil premium lead	Sharon Kingham
Governor / Trustee lead	Tracey Charles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143,265.00
Recovery premium funding allocation this academic year	£ 14,210.00
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>	£ 0.00
Total budget for this academic year <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>	£ 157,475.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged pupils make good progress and achieve across all subjects. We know research has shown that the Free School Meal indicator is an unreliable poverty measure and that many other children within our school are vulnerable to a low socioeconomic status. We will identify these children and whatever the barriers to achievement facing pupils are.

Our key principles are that high quality teaching sits at the heart of closing the gap in attainment between disadvantaged and non-disadvantaged children, we believe all our children have the right to a high attaining, aspirational curriculum where they are able to achieve and reach their full potential, and inspire them to be lifelong learners and successful members of the community.

We aim to ensure that our disadvantaged children have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, and we will facilitate pupils accessing a wide range of enrichment experiences, which will positively impact on their academic achievement and well-being.

We draw on the Education Endowment Foundation research that shows that small group tuition can be effective. We also use the National Tutoring Programme for targeted support for disadvantaged pupils.

Our Pupil Premium strategy plan is for 1 year, although it has only changed slightly in the last couple of years. We have a 1 year plan instead of a 3 year plan as being an Infant School one third of our cohort changes each year.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These poor language and literacy skills and understanding of vocabulary, affect reading outcomes. Observations and assessments highlight increasing numbers of children with complex needs, including speech and language, poor working memory, attention difficulties and poor motor skills. These are barriers to the children accessing the full curriculum and are particularly evident amongst children who have SEND.
2	A lack of out of school experiences which can result in vocabulary deficit. Our disadvantaged pupils do not always have the same access to experiences, trips and holidays which in turn can impact on their vocabulary, their confidence and social skills particularly in the EYFS.

3	Limited life experiences and individual family circumstances impacting decision making skills.
4	Poor attendance and punctuality impacts on learning and emotional well being. (There is no significant difference in attendance for PP children compared to NonPP, and the number of PA's for NonPP is nearly double that of PP, again highlighting the unreliability of this marker.)
5	Social and emotional need of children and families.

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
To improve language skills in early years and year 1 – especially subject specific vocabulary to support reading skills.	% of children meeting ELG in reading moves closer to national. % of children passing phonics screening has no gap and the gap with national diminishes. Increased opportunities for writing at length across the curriculum.
To continue to provide rich experiences for children to widen their life chances and develop/ aid the opportunity to develop life skills and the vocabulary to articulate.	Continual progress of all children can be seen at termly review meetings.
Increase parental engagement to encourage aspirations.	Parents engage regularly with the school and discussions at parent consultations promote aspirations for the future.
All pupils have range of experiences available to them during their time at Carterhatch Infant School.	All children are enabled to participate in the full diary of activities, and are able to talk and write about these experiences.
Improve attendance rates of disadvantaged pupils to ensure they are in line with other pupils within the school and nationally. Improve the punctuality of PP Pupils.	Increase PP attendance in line with non PP children. Improve punctuality rates.
Extend outreach to identified families, revisit how families are identified to ensure this is the best way.	Identified children and families are monitored tracked and supported wherever possible.

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: £ 18,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritising early reading: Daily supported reading – reception and year 1 pupils are listened to daily by an adult. The programme closely matches text with ability and children are moved on quickly to the next level.</p> <p>Phonics support – additional support given to children at risk of falling behind in phases of phonics.</p>	<p>..deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement, wellbeing and success in life. (DfE The Reading Framework 2021)</p> <p>"Bold beginnings" Ofsted 2017 found that the most effective settings ensured that "that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year"</p> <p>Education Endowment Foundation found "the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families."</p> <p>DfE: The Reading Framework. Further described as the single most important reform in boosting children's life chances.</p>	1
<p>Additional resources for (Little Wandle) DfE validated Systematic Synthetic Phonics programme and staff CPD, and associated reading resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Additional associated reading resources as programme extends across all years, to ensure that children can be engaged in reading and will make progress. Vocabulary remains a focus across the school.</p> <p>Evidence: Addressing the Education Disadvantage the Essex Way – Marc Rowland. – "A whole school culture of oracy and vocabulary is important, as is choosing appropriate texts</p>	1
<p>Cultural Curriculum Forest school</p>	<p>Ofsted (2019) refer to children needing the knowledge and cultural capital to succeed in life. Some of our disadvantaged children lack life experiences. Targeting trips and visitors will help to expose them to these opportunities.</p>	2,5

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Experienced Reading Recovery Teacher and learning assistant to accelerating progress in targeted year groups 1:1 / small groups focus on gaps in learning – in addition to lessons in class	Education Endowment Fund: Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.	1
After school reading club	As above	1

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club & After School Club places	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (DfE July 21) We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes. National Center for Educational Statistics 'Research shows that attendance is an important factor in student achievement' Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions. Sessions accessed by parents to ensure meetings with staff could be made before and after school. Both clubs also used to support attendance and punctuality. Clubs also used to support children with challenging home environments.	2,4,5,
Family support worker	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes. National Centre for Educational Statistics 'Research shows that attendance is an important factor in student achievement' Research undertaken by the DfE in 2016 showed that pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15 per cent of all sessions.	3,4,5
Free bagels/toast for all children.	Free bagels/toast to be made available for all children every morning. Trial to start Summer 23.	5

Total budgeted cost: £ 157,475

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for all our children have fallen since Covid, this again emphasises our concern over the FSM indicator being an unreliable measure. In the EYFS, the gap between PP children and Non PP children has increased, but our % is considerably less than the national gap.

In year 1 there is no gap between our disadvantaged children, but again the outcomes for all have fallen. The percentage of children passing has dropped from 71.9% in 2018/19, a drop of 7.9%, this is equivalent to 7 fewer pupils achieving the expected standard. The National average decreased by 6.4% for the same period, from 81.9% in 2018/19 to 75.5% in 2021/22.

As predicted and despite interventions the achievement of all children in Key Stage 1 has dropped, the gap for our disadvantaged children has widened. Progress however, for all children was in line with expectations.

Covid-19 provided many additional challenges for all. Throughout that time we continued to focus on the barriers to learning that all our children face. We started our own After School Club during the pandemic to support our Key Worker parents and have now adapted its use to provide additional opportunities to support early reading and also social and emotional support. One of our longer term goals had been to start a Forest School, because of the constraints of Covid, we brought these plans forward, and have been able to give every child in the school the opportunity of hands-on experiences in a natural setting.

[Forest School Enrichment](#)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None currently	

Service pupil premium funding: None received