

Pupil Premium Strategy Statement

Pound Hill Infant Academy

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils over three academic years.

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.

Academy overview 2023/24 (Recent Data Capture: 09.01.24)

Detail	Data
Academy name	Pound Hill Infant Academy
Number of pupils in the academy	270/270
Proportion (%) of pupil premium eligible pupils	11% 32 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 22/ 2023 23/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr T Jordan (Principal)
Pupil premium lead	Mrs N Ellis (Assistant Principal/Inclusion Lead)

Funding overview: information for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£36497.14 PP funding £47987.66 £11180.52 LAC £ 310 service
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	£47987.66
Recovery Funding	TBC (See Appendix A)

(Data capture November 2021)

Total number of children identified as pupil premium 29

	Reception	Yr1	Yr 2
Number	4	15	8
Boys	3	6	4
Girls	1	9	4

Number of children identified as SEND and PP (9 children 31%)

	Reception	Yr1	Yr 2
Number	1 (25%)	5 (33%)	3 (38%)
Boys	1	1	2
Girls	0	4	1

2022-23 Overview

(Data capture July 2023)

Total number of children identified as pupil premium: 38 (14%)

	Reception	Yr1	Yr 2 (21% of cohort)
Number	11	8	19
Boys	5	6	6
Girls	6	2	13

Number of children identified as SEND and PP (8 children 33%)

	Reception	Yr1	Yr 2
Number	5	3	10 (53% of PP cohort)
Boys	2	3	3
Girls	3		7

2023-24 Overview

(Data capture September 2023)

Total number of children identified as pupil premium: 31 (11%)

	Reception	Yr1	Yr 2
Number	9	12 (+ 1 previous LAC)	10
Boys	5	4	6
Girls	4	7 (+ 1 previous LAC)	4

Number of children identified as SEND and PP (43%)

	Reception	Yr1	Yr 2
Number	4 (50%)	4	4
Boys	4	2	4
Girls	0	2	0

Statement of intent

- All pupils to become confident, secure and caring individuals who achieve personal success and develop a lifelong love of learning.
- Support the well-being and emotional needs of pupils
- Develop pupils’ awareness of language and vocabulary.
- Support pupils to access the PHIA curriculum and participate in activities that build and broaden their current lived experiences.
- Develop the knowledge, from their initial starting points, specifically in writing.

EYLG info on PP/others for reading and writing

Challenges

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

Challenge number	Detail of challenge
1 (Linked to priorities 1 and 3 of the Learning and Teaching Improvement Plan)	Knowledge Focus: The attainment gap in English and Maths with particular reference to writing at the end of each year and the end of Key Stage 1 has not yet been narrowed
2 (Linked to priorities 1,,3 and 6 of the LTip)	Language Development: Assessments of Communication and Language skills show further development of receptive and expressive language skills are required.
3 (Linked to Priorities 4 and 7)	Personal Development: Some of the pupils entitled to the Pupil Premium Grant need further support in understanding and demonstrating the academy’s values and feeling a sense of personal pride and achievement.
4 (Linked to priorities 1,3 and 4 of the LTip)	Cultural Capital: Many of the pupils in receipt of PP do not have broad lived experiences.
5 (Linked to priorities 1,3 and 4 of the LTip)	Metacognition: Many of the pupils in receipt of PP do not have demonstrate strong working memory

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.

A review of these outcomes has been conducted September 2023.

Achieved
Partly achieved
Focus for 2023-24

Challenge	Intended outcome	What will success look like?
1) Close the attainment gap in writing for pupils who are both entitled to the Pupil Premium Grant and SEND (Summative Evaluation 22/23 P1,P3 LTip: P1,3,4 23/24)	To ensure pupils who are entitled to the Pupil Premium Grant and pupils with SEND attainment is close compared to non Pupil Premium pupils and non SEND pupils.	Increasing % of children attaining the expected end of year or key stage standard in Reading, Writing and Maths. Specific focus during this academic year will be on writing attainment - decreasing the gap between the number of pupils achieving the expected standard in Writing and pupils .
2) Development of communication and language skills (Summative Evaluation 22/23 P1,P3 LTip: P1,3,4 23/24)	Increase the number of pupils entitled to the Pupil Premium Grant achieving the expected standard or greater, in phonics, reading, writing and maths by the end of Key Stage 1.	<ul style="list-style-type: none"> Teachers and support staff joining the academy will be in trained in Sounds~Write (Phonics programme) to ensure a consistent approach. Children have accessed a greater number of phonics books and Bug Club in the academy and at home. Evidence of effective adaptive practice in the outcomes of monitoring. High levels of parental engagement in attending phonics, reading and writing workshops. Evidence of vocabulary and language development is seen in pupil's books, across all subjects. <p>During 2021, the Academy introduced Word Aware, this celebrates ambitious and effective vocabulary.</p> <p>All year groups continue to offer pre-teaching vocabulary groups to support the development of children's learning across the curriculum.</p> <ul style="list-style-type: none"> Leaders carefully and forensically monitor pupils' progress. Monitoring data analysed through half termly Pupil Progress meetings with the class teacher and termly progress meetings with inclusion team indicate that pupils are making good progress. Data tracking of personalised interventions shows positive impact on communication and language skills.
3) Some of the pupils entitled to the Pupil Premium Grant need further	Increase the social and emotional support for pupils entitled to the Pupil Premium Grant.	<ul style="list-style-type: none"> All staff have reviewed and implemented the academy's Behaviour for Learning Policy. <p>Annually reviewed for all staff (September 2021, September 2022 with both teaching and support staff)</p>

<p>support in understanding, demonstrating and learning within the academy's values and feeling a sense of personal pride and achievement. (Summative Evaluation 22/23 P1,P3 LTip: P1,3,4 23/24)</p>		<ul style="list-style-type: none"> • Pupil engagement and attitudes to learning are positive and for identified pupils, improved. This is shown in their lessons and the academic progress (Identified through pupil interviews, SLT observations, Target Tracker). Pupil engagement and attitudes to learning are evident during learning walks, across the academy. This remains an ongoing priority to ensure attitudes remain high. • Identified pupils in agreement with their parents, have access to play therapy provision by a trained Play Therapist. Achieved since 2021 and remains an embedded provision within the Academy's provision offer. • The academy will provide further well-being and emotional support to identified pupils through regular sessions with a Learning Mentor working within the academy. A full time Learning Mentor has been employed since 2022-23. This has positively impacted on the social emotional wellbeing on all vulnerable and pupil premium children. • There will be a reduction in behavioural incidences. This can be evidenced through the analysis of the Behaviour Logs at playtime and lunchtimes to establish the frequency of any disagreements with their peers. • Parents are supported through the Family Liaison Officer (FLO) working within the academy and the Learning Mentor. • Close liaison with parents to discuss emotional and academic progress. 2022-23 The Learning Mentor is supporting and working with the children and families of 74% of pupil premium families, the remaining 26% do not require this level of support. 2022-23 55% of children and families entitled to Pupil premium funding were supported by the FLO. • Attendance of above national average. 2022-23 Pupil Premium attendance 90.2% During 2022-23, 42% of families entitled to the Pupil Premium Funding required support with attendance from the Learning mentor and or FLO 2021-22 Pupil Premium attendance 92.22% This continues to be a focus for 2023-24
<p>4) The need to provide and broaden the current lived experiences of pupils entitled to the Pupil Premium Grant.</p>	<p>To provide opportunities for Pupils entitled to the Pupil Premium Grant to broaden their current lived experiences</p>	<ul style="list-style-type: none"> • Increase the participation in extra-curricular provision. 2022-23 All children in receipt of Pupil Premium Funding were offered free places at 12 different extra clubs over the year. 39% of attended at least one of these. Increasing this to a participation rate of at least 60% remains a target for 2023-24 • Parents of pupil premium families are actively engaged. This will be shown through:

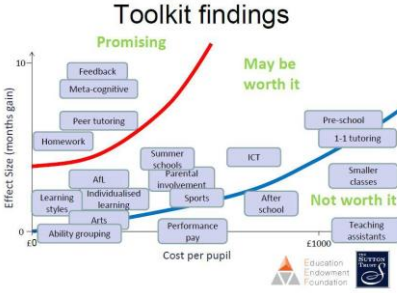
<p>(Summative Evaluation 22/23 P1,P3 LTip: P1,3,4 23/24)</p>		<ul style="list-style-type: none"> ➤ Increased attendance at parent teacher consultation meetings and open mornings Since 2021-22 there has been a significant increase in the number of parents attending the meetings. The majority of parents now attend these due to the support and reminders from the Learning Mentor. ➤ Parents support their children with home learning, including regular reading at home. Since 2021-22 the majority of parents have attended the phonics and reading workshops. This will be developed further during 2023-24 ➤ Parents attend curriculum meetings and workshops to help support their children at home. Parent workshops have been well attended, further workshops are planned for 2023-24 ➤ Increased levels of partnership are shown through parents attending and supporting academy social events. 2022-23 80% of families engaged in social events, using a token system to elevate the financial implication of these. ➤ Children will have a greater access to curriculum enriching experiences and opportunities through both visitors into the academy and off site trips. 2022-23 100% of children attended all of the off-site visits.
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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: £11499

Activity		Evidence that supports this approach	Challenge number(s) addressed
<p>2023-24</p> <p>The successful staffing restructure of three year leader roles, each receiving TLR2a, will continue. This will be supported by intervention teacher and HLTA. (See below). The focus of which is on the provision, progress and achievement of the lowest 30% of the cohort and the highest 15%.</p> <p>Phase Leads will also form part of the CPD programme for all staff in developing a greater understanding of adaptative teaching strategies, rooted in establishing effective relationships with pupils.</p> <p>LTip 23/24: P1, P3 P4</p> <p>3x TLRa Total £9700</p>		<p>Hornby (2015 p.2) suggests that Inclusive education ‘encompasses the process of school transformation and a focus on children’s entitlement and access to education.’ There is a need within the academy for consistency and effective provision for pupils entitled to the Pupil Premium Grant. Staff’s understanding of the Quality First Teaching principles are fundamental for this to be achieved. This is also based on wider research:</p> 	<p>Challenge 1 <i>(Close the attainment gap in English and Maths for pupils who are both entitled to the Pupil Premium Grant and SEND)</i></p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ The impact of pupil attainment and progress relative to their initial starting point. ➤ Enhanced capacity and skill of leaders to support the implementation of quality first teaching. ➤ Weekly release time to facilitate the planning and teaching of targeted groups, development of staff to provide high quality provision and reviewing impact, making adaptations as required.
<p>£1500 (CPD)</p> <p>Developing strength in writing pedagogy (Talk for Writing) through staff training.</p>			<p>Challenge 1 : Writing focus <i>(Close the attainment gap in English and Maths for pupils who are both entitled to the Pupil Premium Grant and SEND)</i></p>

LTip 23/24: P1

Success will be seen in the delivery of quality first writing teaching offering pupils a language rich approach.

The gap in attainment, in writing, between 2022/23 and 2023/24 will decrease.

(x11 teachers; x15 TA's)

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

Budgeted cost: £15983.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year Group leaders and intervention teachers work alongside support team member to provide targeted interventions to identified children. £7500 (proportion of salary)</p> <p>LTip 23/24: P1, P3 P4</p>	<p>EEF research states small group tuition in effective in accelerating progress.</p>	<p>Challenge 1 <i>(Close the attainment gap in English and Maths for pupils who are both entitled to the Pupil Premium Grant and SEND)</i></p> <ul style="list-style-type: none"> ➤ The impact of pupil attainment and progress relative to their initial starting point. ➤ Enhanced capacity and skill of leaders to support the implementation of quality first teaching. ➤ Weekly release time to facilitate the planning and teaching of targeted groups, development of staff to provide high quality provision and reviewing impact, making adaptations as required.
<p>Speech and Language Therapy support £7424 (4hrs per week)</p> <p>LTip 23/24: P1, P3, P4 and P6</p>	<p>It is widely understood that identifying children’s language needs early and providing them with targeted language support could ensure they have the fundamental foundations needed for good language and social and emotional development as well as later literacy and numeracy skills.</p>	<p>Challenge 2 <i>(Assessments of Communication and Language skills show further development of receptive and expressive language skills are often required.)</i></p> <p>Success will be seen in the early identification of need.</p> <p>The number of pupils who achieve their speech and language targets throughout the year.</p> <p>The number of parents who receive training from the Speech and language therapist to facilitate further support at home.</p>

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

Budgeted cost: £20505

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing for Nurture Provision: Play therapy: £8543</p> <p>Family Liaison Officer, to support both parents and pupils: £5211 (Proportion of salary)</p> <p>Learning Mentor £7081 (Proportion of salary)</p> <p>LTip 23/24: P1, P7</p>	<p>Many pupils entitled to the Pupil Premium Grant have experienced trauma within their short lives. Consequently, they are prone to added stress and anxieties that are rooted in feelings about their home life and/or in school. The well-being and therapeutic approaches, within the nurture provision, offer these pupils allows them time to talk; feel valued; improve their social communication; and feel ready to learn.</p>	<p>Challenge 3</p> <p>Success will be seen in:</p> <ul style="list-style-type: none"> ➤ Pupil attendance at least in line with the national average ➤ Attendance levels in Term 6 to remain in line with the rest of the academic year. ➤ Pupil voice and learning walks will show pupils have positive attitudes towards learning. ➤ Decrease in behaviour incidents recorded on CPOMS ➤ Pupils having a greater understanding of how they can regulate their own emotions.

		➤ Entry and exit SDQ data will show a play therapy has a positive effect on pupils emotional well-being.
<p>£1000 Funding to support to access curriculum enrichment experiences, both off site visits and enriched experiences within the Academy .</p> <p>LTip 23-24 P1</p>	<p>Pupils entitled to the Pupil Premium grant should have every opportunity to participate in curriculum enriching experiences and wider lived experiences.</p> <p>Reception: (4 children) Sealife Centre Visit (term 5) Rainforest creatures visit the academy (Term 6)</p> <p>Year 1: (4 children) Planetarium experience to support knowledge of space (Term 1) Wakehurst Place visit Indian Dance Workshops Tom’s talking reptiles</p> <p>Year 2: (16 children) Visit to London eye to support Geographical knowledge of London and key landmarks and art curriculum. (Term 2)</p> <p>Visit to the British Wildlife Centre Owls to visit the Academy Rainbow theatre</p>	<p>Challenge 4 <i>(The need to provide and broaden the current lived experiences of pupils entitled to the Pupil Premium Grant.)</i></p> <p>Success will be seen when all children entitled to the Pupil Premium Grant will be able to attend off site visits and enriched experiences within the Academy.</p>

Total budgeted cost: £47987.66

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes July 2023

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

Outcomes

EYFS

	Achieved GLD
All pupils	71%
PP (11 pupils)	45%

Year 1

	Phonics	Reading	Writing (composition)	Maths
All pupils	86%	87%	67%	85%
PP	71%	60%	40 %	40%
Non-PP	87%	89%	68%	88%

Year 2

	Phonics	Reading	Writing	Maths	Reading writing and maths
All pupils	83%	71%	63%	72%	62%
PP	61%	53%	42%	53%	37%
Non-PP	88.6%	76%	69%	78%	69%

Attendance

2022-23

Overall academy attendance	Pupil Premium attendance
94.23	90.2

Curriculum and Additional Interventions

Add points about White Rose and SW

Bug Club

100% of pupils entitled to the Pupil Premium Grant accessed Bug Club reading provision throughout 21/22 and 22/23 academic year.

Impact:

Book band levels show that all pupils made progress in reading

The National Tutoring Programme

Supported 25% of pupils entitled to the Pupil Premium Grant.

Impact:

Reading Comprehension (12 sessions): 100% pupils made progress.

Maths (Number/place value) (12 sessions): 100% pupils made progress.

Play therapy

Play therapy therapeutic provision supported 7 (25%) Pupils entitled to the Pupil Premium Grant. 100% pupils entitled to the Pupil Premium Grant that participated in Play Therapy completed all sessions. 100% pupils entitled to the Pupil Premium Grant that participated in Play Therapy had allocated Social Workers (Child Protection Plan/Child In Need Plan).

Impact:

SDQ entry and exit data shows that play therapy had a positive effect on all pupils social and emotional needs.

Extra curricular opportunities

100% of PP pupils were offered extra curricular clubs,

Impact:

2022-23 Children in receipt of Pupil Premium Funding were offered free places at 12 different extra clubs over the year. 39% of pupils in receipt of Pupil Premium funding attended at least one of these. Increasing this to at least 50% children identified as pupil premium remains a target for 2023-24

Uniform

100% of pupils entitled to the Pupil Premium Grant benefitted from uniform allowance.

Impact:

The offer increased communication with parents and provided a further opportunity for the academy to support the academy community

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
Sounds~Write phonics programme	Sounds~Write
White Rose Maths Training	Trinity MAT
National Tutoring Programme	Academy staff delivered provision
Bug club	Pearson

Service pupil premium funding (optional) £310

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?	Weekly 'Time to Talk' intervention to further support speaking, listening, interaction and attention skills.
What was the impact of that spending on service pupil premium eligible pupils?	Decrease in incidents recorded on CPOMs Increased level of participation and demonstration of 'ready to learn' skills.

Appendix A:

Recovery Premium funding

2022-23 (£4212)

Activity	Impact will be shown by
<p>£4212</p> <p>National Tutoring Programme</p> <p>3 members of staff to deliver weekly tuition</p> <p>Maths (JS)</p> <p>Phonics focus (ST,)</p> <p>English, Maths and the wider curriculum (JH)</p>	<p>Accelerated progress in phonics knowledge and application in both reading and writing.</p> <p>Evaluation:</p> <p>Book band levelling showed that all pupils made progress in reading.</p> <p>Entry and exit data shows all pupils made progress in phonics. Add specific data</p> <p>Reading Comprehension minimum of 12 sessions sessions): 100% pupils made progress.</p> <p>Maths (Number/place value)</p> <p>Minimum of 12 sessions: 100% pupils made progress.</p>