



# Pupil premium strategy statement

## Deansbrook Infant School

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic year 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	Deansbrook Infant School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Carole Catley
Pupil premium lead	Caroline Griffiths
Governor / Trustee lead	Jade Cheung

### Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£5,365
School-led Tutoring	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£79,570</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Deansbrook Infant School, every child is recognised as a unique individual and an inclusive culture is at the heart of everything we do. We believe that all children should be given the opportunity to make good progress and achieve high attainment in all areas of the curriculum. We are committed to 'narrowing the gap' between vulnerable pupils and all pupils and the Pupil Premium funding forms a vital part of that process. We also recognise that not all disadvantaged children will be in receipt of pupil premium funding and therefore support will be allocated to any child the school identifies as being socially disadvantaged.

#### Aims

- Ensuring that learning and teaching opportunities meet the needs of all pupils;
- Narrowing the gap between disadvantaged and advantaged children in both attainment and progress;
- Continuing to provide support for families who struggle to engage with the school;
- Ensuring that all children have access to the enrichment opportunities provided as part of the curriculum and also extra-curricular activities;
- Adopting a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and have high expectations of what they can achieve;

### Challenges

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

Challenge number	Detail of challenge
1	Children in Reception require extra support to develop their knowledge and application of phonics. This includes, but is not limited, to PP children. It is essential that these children are supported through early intervention to ensure that they develop reading skills which support them to access all areas of the curriculum.
2	Attainment of maths at the end of KS1 was lower for PP (Pupil Premium) children than for non-PP children.
3	Children from vulnerable families unable to participate in curriculum enrichment opportunities, provided through school

	visits and trips, that incur costs to parents/carers. Missing such opportunities will have detrimental effect on academic progress as well as social and emotional development.
4	Language Acquisition, particularly in the early years, is often poor and many of our children require extra support to improve their language skills. This is not only restricted to those families eligible to the PPG (Pupil Premium Grant).
5	Attendance of a small number of our children is poor and the school offers a breakfast club subsidy to families of children eligible for PPG.
6	Children from vulnerable families unable to provide breakfast for their children before school. Children starting the school day without breakfast effects concentration, focus and the ability to learn.
7	The well-being of some of our children has been affected by circumstances outside of school and these children require extra emotional support to enable them to learn and make 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
Improved progress and attainment across all EYFS and KS1 for PP children	Class teachers are aware of PP children in their class and ensure that they are given the appropriate support. Attainment and progress measured by teacher assessments and national data in EYFS and Y1.
Children eligible for PPG are given equal opportunities to engage in curriculum enrichment activities	PP children have greater access to enrichment activities such as educational visits, residential school journey and extra-curricular school clubs
Improved language skills for PP children	Improved language skills of PP children in Nursery and Reception. Measured by children's ability to engage in lessons and through entry and exit assessments from interventions.

Improved attendance for PP children	Attendance data demonstrates that attendance and punctuality have improved for PP children
Ensure every child starts each school day with breakfast	Measured by feedback from class teachers and in response to children arriving at school without breakfast
Improved wellbeing for PP children and other vulnerable children across the school	Measured through feedback from class teachers, inclusion leader and parents/carers

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

## Teaching

Budgeted cost: £52,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support in EYFS. TA (Teaching Assistant) in Reception providing targeted support to develop phonic knowledge	This support is provided through small intervention groups during the class phonics sessions. These are fluid groups that work at a slower pace and include a more multi-sensory approach <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>	1
Targeted support in KS1. TA's working across KS1 to support children with low attainment in reading, writing and maths	Continue to diminish the difference between PP and non-PP for attainment in writing and maths by the end of Key Stage 1. In-class support provided to children in Year 1 and Year 2 who are not meeting expectations in reading, writing and maths.  Reliable evidence sources such as the EEF (Education Endowment Foundation) Toolkit suggest that, on average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.	2

Targeted maths intervention  After school maths club	Targeted maths support for children in Year 2 to diminish the difference between non-PP and PP children.  The school has identified that PP children in Year 2 are making slower progress in maths than non-PP children.	2
TA to deliver Speech and language programme of interventions	There is strong evidence that speech therapy from a trained SALT (speech and language therapist) has a high impact on young children's ability to access the curriculum and develop social skills and confidence.  An experienced TA, who has been trained by the SALT, continues the strategies and activities put in place by the SALT, on a daily basis, and helps children to achieve their targets.	2, 4

## Targeted academic support

Budgeted cost: £14,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost	This research-based programme implemented in the Nursery and Reception supports children in early language acquisition. <a href="https://ican.org.uk/training-licensing/ican-programmes/early-talk-boost/">https://ican.org.uk/training-licensing/ican-programmes/early-talk-boost/</a>	1, 2, 3,
LEP Language Enrichment Programme  Staff have been trained to implement this programme to children EYFS	There is strong evidence that oral language acquisition interventions have a high impact on children's confidence and their ability to participate in class as well as the development of reading <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://www.bels.org.uk/post/language-enrichment-project-helps-pupils-affected-by-the-pandemic-find-their-voice-build-confidence">https://www.bels.org.uk/post/language-enrichment-project-helps-pupils-affected-by-the-pandemic-find-their-voice-build-confidence</a>	4
Level 3 teaching assistant leading intervention groups in KS1	Targeted support for children eligible for PPG in reading and writing and maths  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	2

## Wider strategies

Budgeted cost: £13,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
One members of staff to implement ELSA (Emotional Literacy Support Assistants) sessions for identified children	A small number of children need support with their emotional needs and well-being to enable them to be able to learn and make progress. <a href="https://www.elsa-support.co.uk/">https://www.elsa-support.co.uk/</a>	2, 7
Support for PPG families to enable their children to attend all curriculum enrichment activities	Our children benefit from activities that enhance the curriculum and bring learning alive. Educational visits provide practical memories and experiences which are easier to recall and therefore support the children's long-term learning. This includes an overnight residential trip for children in Year 2.	3
Support for PPG families with poor attendance / non-PPG families where attendance is affected by exceptional family circumstances	Good attendance is a key factor in ensuring that children make progress and achieve their potential. A small number of families at the school struggle to maintain good levels of attendance and punctuality. Occasionally the school will support these families (long term or short term) and offer a funded place at breakfast club. <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>	5
Breakfasts for all The school subscribes to the National School Breakfast Programme. The school pay 25% of the cost.	Breakfast consumption in children has been found to improve cognitive function, particularly memory, attention, and executive function. <a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children</a>	6
Contingency fund for unexpected, urgent issues.	Funding set aside for circumstances when a quick response is necessary to support specific needs that have not already been identified	1 - 7

**Total budgeted cost: £80,420**

## Externally provided programmes

Programme	Provider
Language Enrichment Programme	Wave Speech and Language Therapy
Talk Boost EYFS Small group work with children in Nursery and Reception	I-CAN
Talk Boost KS1 Small group work with children in Year 1	I-CAN

### Summary of 2022-2023 Pupil Premium Funding Expenditure

Over time there has been a significant Increase in the number of PP children achieving a Good Level of Development at the end of Reception.

	School 2021	National 2021	School 2022	National 2022	School 2023	National 2023
All Pupils	59%	56%	63%	67%	72%	67%
Pupil premium	38%	43%	65%	49%	85%	52%

Talk Boost Data:

	On Entry score	Exit score
Child 1	30/60	46/60
Child 2	42/60	53/60
Child 3	34/60	60/60
Child 4	28/60	60/60
Child 5	44/60	60/60
Child 6	31/60	56/60
Child 7	44/60	58/60
Child 8	40/60	60/60

### Language Enrichment Programme outcomes

All children showed progress in:

- Vocabulary
- Sentence structure
- Speaking more fluently
- Confidence in class during whole class teaching
- Applying their phonics knowledge to written work

All children that had taken part on the LEP programme showed improvement in class:

- Understanding – asking and answering questions with more confidence
- More confident to contribute
- Better understanding of syllables & rhyming
- Better focus and improved motivation