

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Ives Infant School
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	22% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers	Review 2022/23 2023/2024 Planned Strategy
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Richard Wigham/Emily Lewis
Governor / Trustee lead	Simon Stevens

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,470 – 2023/24
Recovery premium funding allocation this academic year	£6,670
(National Tutoring Programme - NTP)	£5,994
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,134

# Part A: Pupil premium strategy plan

## Statement of intent

In defining our intention, we have considered our context and the specific barriers/challenges of our school community. We have focused on identifying a small number of priorities each year, likely to make the biggest difference to the most pupils. Our key focus is for barriers to be reduced or removed, so that all children can access their learning, progress and achieve to the very best of their ability.

We prioritise training and supporting staff to enhance the intervention provision. The focus is on specific, structured interventions to address misconceptions and gaps early, rather than long term interventions.

We invest in training to continue to improve our teaching for all pupils alongside developing further skills to address the wide range of individual needs through quality first teaching.

Time is spent on all staff development which is revisited and sustained. The impact of this is assessed and provision adapted as needed in response to these observations/assessments.

We support all aspects that may impact on our children's ability to concentrate, focus, learn and develop and invest in a wide range of strategies to improve attendance, language skills, behaviour, lack of confidence, punctuality and self-care.

### **Objectives**

- ✓ To raise attainment for 'all' children ensuring that we diminish the difference between groups
- ✓ To support social, emotional mental health appropriate to ensure children are ready to learn
- ✓ To raise standards in phonics and reading
- ✓ To support teachers to offer the best provision they can by identified high quality CPD that is directly related to individual targets or elements of SDP
- ✓ To support all support staff to enable them to feel confident, be appropriately trained and confident to support and adapt to meet individual needs
- ✓ To improve attendance and time keeping across the school

### **Key Principle**

- ✓ To support all aspects of development for our children, recognising the importance of healthy mental health and supporting our families to improve the progress, attainment and outcomes for each child

### **Supportive documents**

Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk)

EEF blog: Maximising the Impact of Teaching Assistants in the... | EEF (educationendowmentfoundation.org.uk)

Using pupil premium | EEF (educationendowmentfoundation.org.uk)

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. All children who qualify for PP/FSM(Ever 6) were surveyed in September to find out what challenges they face. We used this to allocate our PP spend.

Challenge number	Detail of challenge
1	Speech, language and communication is weak
2	Social, Emotional mental health
3	Behaviour incidents and subsequent deployment of staff
4	Improving picture, but lower than national outcomes for reading, writing, phonics and maths
5	Attendance and time keeping

## 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
Progress in Reading	The profile of reading for pleasure to continue to be developed. End of year 1 phonics screening results to met or exceed national average. For the percentage of children achieving 'expected' and 'greater depth' to improve to bring results more in line with national. For attainment of all groups to be more in line with 'all' children, diminishing the difference.
Progress in Writing	
Progress in Mathematics	
Phonics	
SEMH	Show an improving picture for supporting SEMH affecting academic learning – using PIVATS.

	<p>Children are ready to learn and the appropriate resources in place to support them.</p> <p>Developing alternative strategies to support positive behaviour for learning for individual pupils.</p>
Attendance	<p>To reduce the number of lates.</p> <p>To raise attendance percentage more in line with national expectation of 96%.</p> <p>To develop strategies to support families with persistent absence and lateness.</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: £18,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving focus on raising attainment for all children by improved monitoring and intervention	Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress.  SLT carrying out PP monitoring and overseeing intervention timetables	1, 4
Read, Write Inc training/updates/support for all teachers and teaching assistants to ensure phonics is taught consistently and to a high standard across the school.	English hub to support for the school to provide continued professional development for all staff when delivering high quality phonics sessions.	1, 4
Staff CPD	High quality CPD for all staff is essential to follow EEF principles. This is revisited in staff meeting and inset sessions.	1, 2, 3, 4,
Maths Hub-teacher attendance/ supply costs	Mastery approaches are used in every maths lesson. Continuous CPD for staff.	4

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

Budgeted cost: £22,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics RWI 1:1 Tutoring time	<p>EEF findings show that one to one tuition is very effective at improving outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>EEF findings show that most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months)</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2, 3, 4

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

Budgeted cost: £21,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH Support for pupils	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional learning (SEL) skills 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.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and</p>	2,3,4,5

	<p>emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Family Liaison Officer-employed to support many of our disadvantaged pupils and families. The role includes supporting children into school, referrals to Early Help for families, liaising between school, families and external agencies, co-ordinating meetings, supporting parents with applications to secondary schools/FSM support etc</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit</a> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>○ Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>○ General approaches which encourage parents to support their children with, for example reading or homework;</li> <li>○ The involvement of parents in their children’s learning activities; and</li> <li>○ More intensive programmes for families in crisis.</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4,5
<p>Financial support to families with purchasing;</p> <ul style="list-style-type: none"> <li>- Uniform</li> <li>- Trips and residential</li> <li>- Club payments e.g.</li> <li>- Equipment for extra curricular activities (E.g. Football boots)</li> <li>- Attendance at breakfast and after school club.</li> </ul> <p>Free breakfast provision available each morning at the start of the school day</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4,5
<p>After school clubs 1 hour TA time x 5 a week for 39 weeks</p>	<p>St Ives recognises the importance of enrichment and pupils learning new skills which they may not be able to do outside school due to added pressures of family life, social-economic contributory factors. Many of our families do not have the</p>	1,2,3,4,5

	consumable and economic resources to provide these. Therefore, we feel it is crucial that every opportunity is made for the school to do so. We are developing a range of clubs for all our children to access.	
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**Total budgeted cost: £76, 374**



# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

### 2022 Key Stage 1 Teacher Assessments

Provisional Data,  
November 2022

2022 Key Stage 1 Teacher Assessments – Attainment Summary  
St Ives Infant School (DFE: 2030)



Caution: Small Cohort/s (<11)

Reading	School			Comparator			Gap between School & Comparator		
	Cohort	% Expected Standard	% Greater Depth	Cohort	% Expected Standard	% Greater Depth	Pupil Difference (EXS)	Pupil Difference (GDS)	
All pupils	55	69.1%	12.7%	DFE	66.9%	18.0%	1	-2	
Gender	Girls	30	73.3%	13.3%	DFE	70.5%	19.7%	0	-1
	Boys	25	64.0%	12.0%	DFE	63.4%	16.3%	0	-1
Disadvantaged	Disadvantaged	21	61.9%	9.5%	DFE	51.3%	8.3%	2	0
	Other	34	73.5%	14.7%	DFE	72.1%	21.2%	0	-2
SEN	No SEN	46	76.1%	15.2%	DFE	75.2%	20.8%	0	-2
	SEN Support	8	37.5%	0.0%	DFE	29.6%	4.4%	0	0
	EHCP	1	0.0%	0.0%	DFE	12.0%	1.7%	0	0
Mobility	At school since EY	38	71.1%	15.8%	LA	66.7%	17.4%	1	0
	Joined after EY	17	64.7%	5.9%	LA	58.2%	13.4%	1	-1
Term of Birth	Autumn	17	76.5%	17.6%	DFE	73.9%	24.1%	0	-1
	Spring	21	61.9%	14.3%	DFE	67.0%	17.5%	-1	0
	Summer	17	70.6%	5.9%	DFE	59.7%	12.3%	1	-1
Phonics Attainment	Passed by end of Y2	49	77.6%	14.3%	LA	72.5%	18.6%	2	-2
	Did not pass Phonics	6	0.0%	0.0%	LA	1.2%	0.0%	0	0

### 2022 Year 1 and Year 2 Phonics Results

Phonics: Year 1 Pupils

	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER National % Achieved	Pupil Diff. School vs. Cornwall
All	55	37	67%	77%	76%	-5
Girls	28	19	68%	79%	79%	-3
Boys	27	18	67%	75%	72%	-2

Phonics: Year 2 Re-Check Pupils

	Pupil Total	Expected Standard Achieved	School % Achieved	Cornwall % Achieved	NCER National % Achieved	Pupil Diff. School vs. Cornwall
All	15	9	60%	45%	44%	2
Girls	7	4	57%	50%	48%	0
Boys	8	5	63%	41%	41%	1