

# Pupil premium strategy statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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 and recovery premium had within our school.

## School overview

Detail	Data
School name	Rose Green Infant School
Number of pupils in school	254
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 – 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sally Dreckmann, Headteacher
Pupil premium lead	Sally Dreckmann, Headteacher
Governor lead	Kerida Allaway, Disadvantaged Pupils Lead Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,870.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2621.04
Service Funding	£340
<b>Total budget for this academic year</b>	<b>£35,831.04</b>

## Part A: Pupil premium strategy plan

### Statement of intent

It is the intention at Rose Green Infant School that every pupil in our school, regardless of their background or the challenges they face, are able to make good progress within their own context and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by the pupils who we have identified as being disadvantaged or vulnerable. The activities we have outlined in this statement are intended to support their needs.

High-quality teaching is at the centre of our approach, with an emphasis on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our expectation that both disadvantaged and non-disadvantaged pupils will make comparable progress.

Our approach will be responsive to common challenges and individual needs, based on our assessments and our knowledge of the pupils and their circumstances. We do not make assumptions. The strategies we have planned link closely together in a holistic approach, to help pupils fulfil their potential.

To ensure our strategy is effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- put in place intervention as soon as the need is identified
- ensure all pupils including the disadvantaged are appropriately challenged in all areas of the curriculum

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and pupil conferencing has shown that oracy including vocabulary acquisition is underdeveloped for many of our pupils across the school and is evident particularly in some of our vulnerable and disadvantaged pupils.
2	<p>We have worked to create a new curriculum that gives our children rich and varied opportunities to write, often inspired by the use of exciting texts, but we feel that writing is an area where more work is still needed to ensure that as many children as possible leave us in Year 2 being able to write legibly, with all the technical aspects in place, and have a rich and varied vocabulary to enable them to formulate ideas, compose sentences and commit them into the written word.</p> <p>While we have worked very hard on improving our phonics provision over the last two years, there is still more work to be done in securing fluency and comprehension for many children, in order that the majority of children reach a reading level to enable them to be 'KS2 ready'.</p>
3	Our 2023 - 2024 end of year data showed that maths is an area for improvement for our PP eligible pupils. This academic year we are moving to a new scheme of work and need to ensure that all pupils reach the end of KS1 with a sound understanding of number and the four operations, in order that they are ready to progress into the next key stage.
4	Attendance is monitored closely to ensure that any persistent absence is quickly picked up for all children, however data from previous years shows that for a few disadvantaged children, low attendance has an impact on learning and therefore attainment.
5	We have identified that many of our disadvantaged or vulnerable families (as well as others) do not have access to devices to enable them to access online learning. This has an impact on any online home learning tasks we set.
6	Our observations and conversations with our families have shown that many disadvantaged families are struggling to find money for things such as school trips, after school clubs and uniform. This has been more of an issue for many of our families since the cost of living has risen.
7	Outcomes for PP eligible pupils in Early Years improved in 2024 but there was still just over a third of disadvantaged pupils who did not achieve a Good Level of Development (GLD).

## 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 oral language skills and vocabulary among disadvantaged pupils.	Teacher assessments and observations will indicate significantly improved oral language among disadvantaged pupils. The percentage of disadvantaged pupils who meet the ELGs in Listening, Attention & Understanding and Speaking, compared to their non-disadvantaged peers, will not be significantly different at the end of each year.
Improved writing and reading attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in writing and reading will diminish, with the longer term aim of there being no difference.
Improved maths attainment among disadvantaged pupils.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils meeting end of year expectations in maths will diminish, with the longer term aim of there being no difference.
Achieve and sustain improved attendance for all pupils, but particularly disadvantaged pupils.	Each academic year the percentage of disadvantaged pupils classed as persistent absentees will be reduced across the school with the long term aim that by July 2028, there will be no significant difference between disadvantaged and non-disadvantaged pupils' attendance.
Children's learning will not be negatively impacted by a lack of access to digital technology in the home.	Provision will be in place within school hours for pupils with lack of access to digital technology, to enable them to access key online learning.
There will be no financial barrier to children wearing school uniform, attending school trips or accessing enrichment activities.	Each academic year, all disadvantaged pupils will be funded to go on school trips and will be able to attend one after school sports club per week. All disadvantaged pupils will have access to pre-loved school uniform if needed.

Intended outcome	Success criteria
Improved GLD among disadvantaged pupils in Early Years.	Each academic year, the percentage difference between disadvantaged and non-disadvantaged pupils achieving GLD will diminish, with the longer term aim of there being no difference.

Activity in this academic year (2024-2025)

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10041.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop the teaching of writing in line with DfE, EEF and CLPE guidance through lead teachers release, to enable them to ensure writing tools and strategies are being used effectively, there is consistency of practice within year groups and to access relevant CPD for themselves and other teachers and TAs.</p> <p>Writing intervention groups for relevant pupils identified by data and progress through the year.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Writing in Primary Schools published by CLPE summarises key elements of writing provision:  <a href="https://clpe.org.uk/system/files/Writing%20in%20Primary%20Schools_0.pdf">https://clpe.org.uk/system/files/Writing%20in%20Primary%20Schools_0.pdf</a></p>	2
<p>Develop use of resources to further support our phonics programme and ensure stronger phonics teaching across the school.</p> <p>Enhancement of our phonics and early reading planning and teaching in line with DfE and EEF guidance through teacher release, to enable them to embed key elements into whole school practice and access relevant CPD for themselves and other teachers and TAs.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, in particular for disadvantaged pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

<p>Further develop the maths provision across the school, in line with DfE and EEF guidance, through lead teacher release, to enable them to ensure the new scheme material is being taught effectively, there is consistency of practice within year groups and to access/deliver relevant CPD for themselves and other teachers and TAs.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the NCETM, drawing on evidence based approaches:  <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p>	<p>3</p>
<p>Member of the EYFS team to complete the National Professional Qualification in Early Years Leadership.</p>	<p>The EEF guidance is based on a range of the best available evidence:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>7</p>

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

Budgeted cost: £12965.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver Early Language Intervention to identified pupils within the Reception year group (Spring and Summer term).	NELI has already been piloted in schools and the research from this pilot and our own internal data was used to inform our decision to continue NELI in this academic year: <a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a>	1
Additional bespoke writing sessions delivered by a teacher, targeted at disadvantaged pupils who require additional support to meet end of year expectations.	The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	2
Additional maths sessions targeted at disadvantaged pupils who require support.	The EEF guidance is based on a range of the best available evidence: <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-years-and-key-stage-1-mathematics-teaching</a>	3
Needs based 1:1 and small group TA intervention within classrooms to address errors and misconceptions observed that day.	The EEF guidance states that although TAs should not be used as a teaching source for low attainers, they can, if fully prepared for the role, support the teacher in consolidating learning within the classroom if they have been present and part of the direct teaching: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	2 and 3

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

Budgeted cost: £10460.34

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a qualified ELSA (Emotional Literacy Support Assistant) to work with disadvantaged pupils and support them in addressing their social and emotional barriers to learning and with their wellbeing.	Evidence from the ELSA network and EEF, alongside the Headteacher's observations and impact assessment from their previous school informed our decision to employ an ELSA: <a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>  <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>	2, 3 and 4
Embedding principles of good practice set out in the DfE's guidance on school attendance.  Termly meetings with the Dedicated Schools Team offered to support improved attendance.	The DfE guidance is based on the best range of action research based advice: <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	4
Offer one funded after school club per week to all disadvantaged pupils for the entire academic year.	We take what EEF call an 'arts for arts' sake' approach to enrichment, feeling that children will never know if they might excel in an area unless they experience it: <a href="https://educationendowmentfoundation.org.uk/news/why-arts-education-matters">https://educationendowmentfoundation.org.uk/news/why-arts-education-matters</a>	6
Fund the voluntary contribution for disadvantaged pupils to attend school trips.	We do not wish to put our disadvantaged families into a challenging financial	6



	situation and so do not ask for the contribution to trips. Historical evidence shows this is appreciated.	
Plan time into the school day to allow pupils without home IT access to complete essential IT based home learning tasks in school.	Since discovering during the COVID pandemic that many of our disadvantaged families have little or no IT access at home, in order that children are not further disadvantaged or made to feel excluded, home learning tasks can now be completed in school if needed.	5
Contingency fund for as yet unknown issues or needs.	Based on past experience of children joining our school with needs or new needs arising for existing disadvantaged pupils, we have decided to set aside a small amount of funding so that we would be able to quickly respond to these as yet unidentified needs.	1, 2, 3, 4, 5, 6, 7

**Total budgeted cost: £35,831.04**

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

### Pupil premium and Recovery premium strategy outcomes

This details the impact that our pupil premium and recovery premium activity had on pupils in the **2023 to 2024** academic year.

Our aim was to improve the oral language skills and vocabulary of our disadvantaged pupils in the EYFS through targeted support using NELI. At the end of the year, in the Listening, Attention and Understanding ELG, 75% of the PP eligible children (8 pupils) met compared to 89% of the non-PP eligible children and in the Speaking ELG, 75% of the PP eligible children met compared to 91% of the non-PP eligible children. So although there is still some difference, our NELI assessments show that all children who followed the programme made good progress within their own context.

The next aim was for the percentage of PP eligible compared to non-PP eligible pupils meeting end of year expectations in reading and writing to narrow, with the longer term aim of there eventually being no difference:

	Year 1 2023	Year 1 2024	Year 2 2023	Year 2 2024
% meeting EYE in reading	25% - PP 69% - non-PP 44% difference	38% - PP 73% - non-PP 35% difference	54% - PP 69% - non-PP 15% difference	50% - PP 84% - non-PP 34% difference
% meeting EYE in writing	25% - PP 62% - non-PP 37% difference	38% - PP 77% - non-PP 39% difference	60% - PP 64% - non-PP 4% difference	50% - PP 70% - non-PP 20% difference

The data shows some success against this aim – statistically the PP cohort size is so small (between 4 and 8 children) that year on year comparisons where the data is comparing different children are not statistically viable. However, if you track a cohort (highlighted columns) then progress can be seen in terms of diminishing the difference.

Similarly, it was also an aim to diminish the gap in maths:

	Year 1 2023	Year 1 2024	Year 2 2023	Year 2 2024
% meeting EYE in maths	25% - PP 65% - non-PP 40% difference	62% - PP 79% - non-PP 17% difference	67% - PP 69% - non-PP 2% difference	25% - PP 76% - non-PP 51% difference

Tracking the 2023 cohort into Y2, unfortunately the data is not so positive for maths as it is for reading and writing, but we already knew that our maths provision in KS1 needed revising and so from September 2024 we have moved from White Rose Maths

to using the NCETM materials, which we hope will show a positive impact on outcomes in the future.

Our next aim was around improving attendance for all pupils but particularly those who are disadvantaged. At the end of the 2023-24 academic year

Statutory School Aged <b>PP eligible pupils</b> Attendance was <b>92.27%</b>	Statutory School Aged <b>non-PP eligible pupils</b> Attendance was <b>94.97%</b>
Non-Statutory School Aged <b>PP eligible pupils</b> Attendance was <b>90.64%</b>	Non-Statutory School Aged <b>non-PP eligible pupils</b> Attendance was <b>95.42%</b>

As you can see from this data, there was not a significant gap between PP and non-PP attendance. It is our long term aim to sustain this.

We do not wish our disadvantaged pupils to be negatively impacted by lack of access to devices at home for home learning and so we have ensured, through a targeted questionnaire, who has reduced or no access and we have planned provision into the school day to ensure activities can still be completed.

We continue to fund school trips and an after school club from the PPG for all eligible pupils. At the end of the last academic year, just over 50% of eligible pupils took up the offer of a funded after school club. Free access to pre-loved uniform continues as needed.

Our final aim of 2023-24 was to reduce the difference between PP and non-PP pupils achieving GLD. In June 2023, 33% of PP pupils compared to 76% of non PP pupils achieved GLD. In June 2024, the percentages were 63% of PP pupils compared to 61% of non PP pupils. This is of course a very pleasing improvement and one that we will make best endeavours to maintain.

## Externally provided programmes

No non-DfE programmes were purchased in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As we only had one eligible pupil, we choose not to identify how this funding was used to support them.
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

### **Planning, Implementation and Evaluation**

Having a three year plan works perfectly for us as an infant school, thinking about the children coming into Reception and what we wish for them to have experienced and achieved by the end of Year 2 when they move on.

When creating our plan, we evaluate why some activities planned and undertaken in previous years have not have the impact we had hoped for. Historically, our approach was not always triangulated from multiple sources of data but now we do this, we anticipate a change in terms of the activities planned having good impact. Historically, we have used TAs to support many of the disadvantaged pupils in intervention groups. While we continue to do this, our TA support is now predominantly within classrooms, re-teaching concepts from earlier that day or pre-teaching for the next day, to ensure the most effective impact.

Another significant change in our approach is that we take a holistic approach, reviewing each child individually, looking not only at their academic data and day to day learning needs, but we also discussing their attendance, behaviour, mental health, wellbeing, safeguarding concerns, family circumstances and access to technology, to ensure that our plan is really tailored to the specific needs of the disadvantaged pupils in our school at that time.

Ultimately, it is our aim that this approach to planning, alongside continued use of action research to support our decisions, will secure the best possible outcomes for our disadvantaged pupils.