

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2023 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	Alton Infant School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils (including Service pupils and Previously Looked After Pupils)	30% (43 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	One
Date this statement was published	October 2022 and then April 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Richard Mead (Headteacher)
Pupil premium lead	Richard Mead (Headteacher) and Lily Hill-Venning (SENDCO)
Governor lead	Amy Rowland (provision) and Ben Newton (impact of funding).

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,357
Recovery premium funding allocation this academic year	£4,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£64,707</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our strong intention is for our disadvantaged pupils to learn, achieve, progress and have an equal level of opportunity to other pupils in the school. As well as ensuring academic progress, we also aim for our disadvantaged pupils to have high levels of confidence and self-esteem so that they can aspire to be the best they can be. As a school we also intend to do all that we can to break down barriers to learning for our disadvantaged pupils by identifying and addressing on-going academic, social, emotional and practical needs.

#### Our Vision.

*Alton Infant School is a Rights Respecting School and all are welcome, accepted and included. Through high levels of care and compassion, we aim to provide a rounded education within which children flourish and thrive academically, emotionally and socially. Our vision is for teaching and learning to be an enjoyable, engaging and memorable experience so that children become happy, confident and creative learners. We believe that each child is unique and we aspire to unlock each child's individual gifts and talents.*

### Challenges

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

Challenge number	Detail of challenge
1	High quality reading, phonics and writing skills are crucial for children to access life skills, on-going learning and wider opportunities. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of reading, writing and phonics skills and understanding.
2	Mathematical confidence allows pupils to access life-skills, on-going learning and wider opportunities. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of mathematical skills and understanding.
3	Reception initial and baseline assessments, have identified that speech and language skills are significantly lower amongst children. Good speech and language skills are crucial to the development of phonics, reading, spelling and writing. It is therefore important to improve and develop children's speech and language to enable them to acquire good reading and writing skills. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of speech and language.

4	Reception initial and baseline assessments, have identified that fine motor skills are significantly lower amongst children. In turn, this can impact negatively on other skills such as writing, cutting, painting and drawing. Throughout the year we therefore identify and aim to reduce barriers to learning that can impact negatively on the progress of fine motor skills.
5	Lower social, emotional and self-regulation skills can impact negatively on children's learning. We therefore aim to ensure that pupils' social, emotional issues and self-regulation skills are addressed as fully as possible. Throughout the year we also identify and aim to reduce barriers to learning that include social, emotional and self-regulation issues.
6	Limited access to extra-curricular curricular activities and clubs can cause lower self-esteem and a growing sense of exclusion amongst pupils. We therefore ensure that all pupils have equal choice and access to extra-curricular activities and clubs. In turn, we therefore aim and plan for all pupils to have high self-esteem and a strong sense of being fully included.
7	A lack of personal confidence, self-esteem and aspiration can impact negatively on children's learning. Throughout the year we therefore plan activities and identify and aim to reduce barriers in order to increase personal confidence, self-esteem and aspiration.

## 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 pupils ability to spell using appropriate spelling and phonic patterns for their year group.	Pupils' progress in writing, spelling and phonics is as expected or above.
To improve pupils' ability to decode and understand more complex vocabulary and meaning of texts.	Pupils' progress in reading and phonics is as expected or above.
To improve pupils' ability to decode and understand different phonemes appropriate to their year group.	Pupils' progress in reading, spelling and phonics is as expected or above.
To improve pupils' ability to decode and understand different common exception words appropriate to their year group.	Pupils' progress in reading, spelling and phonics is as expected or above.
To improve pupils' ability to construct simple and more complex sentences within different	Pupils' progress in writing, spelling and phonics is as expected or above.

writing genres with the appropriate vocabulary and punctuation.	
To improve pupils' fine motor skills.	Pupils' progress in writing is as expected or above.
To improve pupils' handwriting.	Pupils' progress in writing is as expected or above.
To improve pupils' speech and language skills.	Pupils' progress in speech and language is as expected or above.
To improve pupils' mathematical understanding of the value of numbers and number bonds.	Pupils' progress in maths is as expected or above.
To improve pupils' mathematical understanding of number, place value, number bonds, addition and subtraction.	Pupils' progress in maths is as expected or above.
To improve pupils' confidence and self-esteem.	Pupils grow in confidence and take part more happily in whole class and year group activities.
To enhance pupils' emotional well-being and to reduce any worry or anxiety.	Pupils grown in confidence and take part more happily in whole class and year group activities.
To enhance pupil's resilience, interest and aspirations.	Pupils grown in confidence and take part more happily in whole class and year group activities.
To reduce any practical and emotional barriers to pupils' learning.	Barriers to pupil learning are identified, addressed and evaluated.

## 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.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality phonics, spelling and reading teaching sessions led by qualified teachers. High quality phonics and reading intervention sessions	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	1

led by teaching assistants.		
Small group number formation, phonic, spelling and handwriting sessions. Led by teaching assistants.	According to the Education Endowment Foundation these sessions have high impact with low cost.	1
Subscription to <i>Unlocking Letters and Sounds</i> Systematic Synthetic Phonics teaching programme.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	1
Continuing professional development of teachers and teaching assistants in phonics, spelling and reading – engagement and dissemination of Unlocking Letters and Sounds and English Hub training and advice.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	1
Speech and language intervention sessions with a trained teaching assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Reception speech and Language (Nuffield Early Language Intervention – NELI) sessions.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	3
Early dyslexia identification and support with a trained teaching assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate cost.	1
High quality Maths teaching from qualified teachers using National Centre for Excellence in Teaching Mathematics (NCETM) provision and planning.	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	2
Continuing professional development of teachers and teaching assistants in Mathematics – engagement and	According to the Education Endowment Foundation these 1:1 sessions have high impact with moderate/high cost.	2

dissemination of NCETM training.		
Year 2 Maths key skills and weekly objectives review and recap.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	2
Weekly Year 1 Numicon catch up sessions –with a teaching assistant and a qualified teacher.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	2
Weekly Reception Numicon (number knowledge) catch up sessions –with a teaching assistant and qualified teacher.	According to the Education Endowment Foundation these sessions have high impact with low cost.	2
Dough gym fine motor development sessions for Reception children.	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	4
Occupational Therapy activities with a trained Teaching Assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	4

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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pupil time with Emotional Literacy Support Assistant (ELSA). On-going ELSA training, supervision and support.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5, 6 and 7
Purchase of Trick Box resources for pupil well-being.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5 and 7
Before and after school club membership and provision – including breakfast club and after school care.	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	6 and 7
Provision of milk for pupils.	According to the Education Endowment Foundation these sessions have moderate impact with moderate cost.	7

Provision of activities that address the interests and passions of our pupil premium children.	According to the Education Endowment Foundation these sessions have high impact with moderate cost.	6 and 7
Provision of 1:1 social and emotional support with a special needs assistant.	According to the Education Endowment Foundation these 1:1 sessions have high impact with low cost.	5 and 7
Teacher engagement with and dissemination of NPQ training in children's behaviour.	According to the Education Endowment Foundation these sessions have high impact with moderate/high cost.	5 and 7

**Total budgeted cost:** £64,707

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Early Years Foundation Stage Profile.**

Listening and Attention: - 88% of Pupil Premium were 'on track'.

Speaking: - 81% of Pupil Premium were 'on track'.

Comprehension: - 63% of Pupil Premium were 'on track'.

Word Reading: - 56% of Pupil Premium were 'on track'.

Writing: - 44% of Pupil Premium were 'on track'.

Maths: - 44% of Pupil Premium were 'on track'.

#### **Year 1**

Reading: - 68% of Pupil Premium Pupils attained Expected+.

Phonics: - 58% of Pupil Premium Pupils met the Phonics Screening threshold.

Writing: - 56% of Pupil Premium Pupils attained Expected+.

Maths: - 78% of Pupil Premium Pupils attained Expected+.

#### **Year 2**

Reading: - 53% of Pupil Premium Pupils attained Expected+.

Retake of phonics screening test: - 67% of Pupil Premium Pupils met the Phonics Screening threshold.

Writing: - 47% of Pupil Premium Pupils attained Expected+.

Maths: - 59% of Pupil Premium Pupils attained Expected+.