

Pupil premium strategy statement 2024-25 – Pashley down Infant School

“Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” Rita Pierson

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM), at any point over the last six years (known as ‘Ever 6 FSM’). The Pupil Premium aims to address the current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who are adopted from local authority care, looked after continuously for more than one day and the children of service personnel.

At Pashley Down Infant School, we strive for the achievement of all our pupils. Our pastoral care and tracking of all pupils help us to identify any pupils who are at risk of not making enough progress and have helped us to plan and implement effective intervention strategies.

Our governing body tracks the achievement of children who qualify for the Pupil Premium Grant. They ensure their needs are clearly identified/met and that their progress is closely monitored throughout the school, as well as tracking the gap in their achievement as compared to their peers.

This statement details our school’s use of Pupil Premium and Recovery Premium 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 2024-25, and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	18% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2025
Date this statement was published	21.10.24

Date on which it will be reviewed	1.9.25
Statement authorised by	Andy Best / Jennifer Cruise
Pupil premium lead	Andy Best
Governor / Trustee lead	Jennifer Cruise

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,943.97
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£68,543.97

Part A: Pupil premium strategy plan

Statement of intent

We believe that all children have an equal right to access the curriculum and make progress in their learning, regardless of gender, race, background or ability. Our Teaching & Learning ethos and Pupil Premium Strategy ensures that children are at the centre of our approach.

At Pashley Down Infant School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers, which may affect their learning. We provide high-quality education to all pupils. This is realised through strong, shared values, policies, and exceptional, inclusive practice.

Our key priorities identified through school performance review & evaluation for 2024-25 are:

Raising Outcomes	Rapidly accelerate outcomes in Writing to increase significantly from July 2024 Rapidly accelerate outcomes in Year 2 Reading to increase significantly from July 2024 Rapidly accelerate outcomes in Year 1 Phonics to reach at least National Average
Teaching and Learning	For the teaching team to regularly check learners understanding, adapting instruction/ support based on the needs of learners, in all lessons
Curriculum Development	Adapt current non-core curriculum to ensure key concepts, knowledge, skills and vocabulary are taught in depth, so that information is properly retained.
Behaviour and Wellbeing	To embed consistent behaviour strategies for all staff to use with all pupils, so that staff feel more confident with children who present with challenges.

At Pashley, the pupil premium funding is designed to narrow the gap between pupils considered to be disadvantaged through low income, and all other pupils by targeting support. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Any pupil eligible for FSM at any time in the preceding 6 years also attracts Pupil Premium funding. Looked after children and children of families in the armed services also are eligible for Pupil Premium funding.

At the core of our strategy is quality first teaching, with an emphasis on subject areas where disadvantaged students need the most support.

All areas identified for action and strategy using the Pupil Premium funding are linked to our School Development Plan. Our priorities are informed by our school self-evaluation. Analysis of data, progress rates and qualitative data ensures that the funds are used to maximise teaching and learning outcomes for these children. Research is used to help inform our practice and provisions in school .e.g. OFSTED Good Practice Series, The Education Endowment Fund and Sutton Trust research.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and Reading Particularly as an infant school that promotes the love of reading, we are passionate about reducing the gap between non-disadvantaged and disadvantaged pupils in phonics at the end of Y1 and 2. Assessment data and observation shows that disadvantaged and vulnerable children fall below other children in the Y1 and Y2 phonics screeners, which has a negative impact on their reading. Pashley uses its own phonics scheme. Our reading strategy in all our year groups ensures QFT of phonics and reading and explicit teaching of reading is prioritised by staff each day. On entry to Reception in 2024, there was a 39% gap between disadvantaged and 'all' children in word reading. Closing this gap throughout the children's time at school is a key priority.
2	Writing Disadvantaged children make good progress from their starting points, but there remains a significant gap between the attainment of

	disadvantaged children and 'other' children in Writing at the end of KS1 in 2024. Closing this gap is a key priority. The improved outcomes in writing attainment is a school priority for all children in 2024-25.
3	Maths The school works closely with the local Maths Hub. Our maths team includes a mastery teacher, and the school prides ourselves on the Pashley Maths curriculum. We continue to focus on the improvement of fluency across KS1 and ensuring we are closing the gap between non disadvantaged and disadvantaged pupils in maths. While disadvantaged children make good progress from their starting points, there remains a significant gap between the attainment and progress of disadvantaged children and 'other' children in Maths on entry into EYFS and at the end of KS1.
4	Relationships & emotional wellbeing As reflected by national studies and Mental Health referrals, there have been higher than usual levels of social and relationship needs and emotional and wellbeing issues for all children since Covid. The school has invested in high quality and emotional support for the most vulnerable pupils, led by our Inclusion team and the designated mental health lead. 1:1 Mindfulness sessions are incredibly powerful in supporting our disadvantaged pupils with their wellbeing and behaviour.

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
Children make rapid progress in phonics and early reading	The 'disadvantaged' Year 1 Phonic Screening Check result is higher than in previous years and the gap is closed with non-disadvantaged pupils. KS1 'in school data tracking' for attainment indicators demonstrate the gap is closing for 'disadvantaged' children in Reading.
Gaps closing in the attainment in writing for disadvantaged pupils. Disadvantaged pupils make good progress in their writing across EYFS and KS1.	Teachers feel confident to assess writing at all stages of development Teachers speak confidently and in detail about the strengths and areas for development in writing. Teachers adapt planning and resources based on AFL in writing for all pupils when needed. Children know their next steps in writing and grow in independence towards meeting targets.

	DA pupils make accelerated progress in GLD and KS1.
Gaps closing in the attainment in maths for disadvantaged pupils.	Disadvantaged pupils maintain progress in maths from EYFS to end of KS1.
To achieve and sustain improved wellbeing for pupils in our school, particularly our disadvantaged children	<p>Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice and parent surveys and teacher observations.</p> <p>Wellbeing is supported through classroom strategies and throughout the curriculum. Children are taught social and emotional skills and an awareness of mental health.</p> <p>Children feel safe, cared for, valued, and trusted so that they can enjoy and achieve.</p> <p>An increased level of participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Attendance for all pupils remains above the national average.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing quality first teaching by prioritising whole school CPD on improving	<p>Upskilling staff and providing high quality CPD linked to key priority areas will impact in the short and long term for all children. This will ensure sustainability of the funding allocated.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months) https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/mastery-learning Evidence from Education Endowment Foundation – Maximising Learning. 1.</p>	1,2,3,

Mathematics, Reading and Writing across the school.	High-quality teaching EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-highquality-teaching	

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

Budgeted cost: £ 25, 835.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke individual and group reading interventions	Targeted interventions from a diagnostic assessment means pupils receive specific input and support to help close gaps and move their reading skills forward. Additional and explicit teaching of phonics and reading comprehension strategies have been proven to improve decoding, fluency and understanding of a text and thus improving overall reading attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Bespoke group writing and group writing interventions	Writing interventions are based on a precision teaching approach which has an impact on learning key skills e.g. phonics and HFWs. This is an evidence-based and effective intervention for monitoring the progress of a child who is having difficulty acquiring and maintaining a skill. It is a highly structured, precise, and motivating way to monitor progress, and based on the children's current learning to avoid learning overload. Interventions will run in conjunction with the whole class writing sessions so that children aren't overloaded with what to remember and thus become disengaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Bespoke group maths interventions	Maths interventions are based on a precision teaching approach, focusing on place value and the four operations. NCTEM and White Rose materials are used to structure the interventions with the aim of progressing fluency and conceptual understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
SEN Intervention	Language Link / Jump Ahead / Sensory Circuits are used to support pupils with their language and attention and	1,2,3,4

	<p>listening skills. The former will develop their oracy to support their reading and writing and communication skills, where a significant number of children are entering school with a low number of words they know / understand.</p> <p>Jump Ahead and Sensory Circuits ensure pupils are calm and ready to learn to support them with listening and focus in their classroom learning.</p> <p>EEF_Social_and_Emotional_Learning. pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 33,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free wrap around care for vulnerable families	<p>We understand the importance of the need for breakfast for our children and the impact this has on their focus and motivation in class. For some of our vulnerable families, where poverty is a significantly increasing barrier for them to provide everything they want for their children, we ensure they have the opportunity to attend our Earlybirds and Ladybirds clubs and be provided with two meals a day (as well as their free school lunch). This also helps with motivating children to attend school and this is reflected in our attendance data.</p> <p>https://www.nutrition.org.uk/news/the-importance-of-breakfast-for-school-children/#:~:text=Healthy%20breakfasts%20can%20help%20children,especially%20for%20the%20most%20vulnerable</p>	4
1:1 Mindfulness	<p>There is strong evidence to show that mindfulness meditation alters the structure and function of the brain to improve the quality of both thought and feeling. Our mindfulness coach works with children at a 1:1 or group level to support pupils in developing their self esteem, build strategies to regulate themselves and manage their anxieties. This has a positive impact on their behaviour, self-confidence and relationships with their peers. The impact of this is that incidents of behaviour decreases.</p> <p>https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf</p>	4
Farm Club	<p>For those children who are anxious about coming into school, a soft-landing approach is a positive way to encourage them to come into school. Our outdoor learning practitioner supports a small group of pupils at the start of the school day with feeding our school pets and getting them out into their respected animal runs for the day. This has a positive impact on our attendance, which remains above national.</p>	4

Total budgeted cost: £ 60, 355.54

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD and Phonics Outcomes 2024

2024 Outcomes	Disadvantaged		Non-Disadvantaged	
	School	National	School	National
EYFS GLD	44.4%	52%	74%	72%
Phonics	47%	68%	73%	83%

Year 2 Outcomes July 2024

	Disadvantaged	Non-Disadvantaged
Reading	50%	75%
Writing	50%	62%
Maths	46%	77%

The gap between disadvantaged and non-disadvantaged in all areas continues to be significant, and therefore the school's priority continues to be to narrow the gap in 2025. In Year 2 in the academic year 2023-24, there were 9 pupils who were also SEND pupils and this had an impact on them reaching ARE in all areas.

The maths interventions in 2023-24 were unable to take place due to challenges in staffing and it is felt the impact of this can be seen in the maths attainment of disadvantaged pupils in Year 2.

The intervention programmes and how their impact is measured has been reviewed in September 2024 with the aim of there being a significant improvement in the percentage of pupils achieving ARE in all areas in July 2025.

Attendance data for disadvantaged increased by 2% from the previous year at 94% which is in line with non-disadvantaged, which shows that the targeted interventions to support attendance and wellbeing is working.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.