

Consett Infant School Pupil Premium Strategy Statement 2023/24

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	Consett Infant School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2023~2024
Date this statement was published	October 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Julia Graham
Pupil premium lead	Julia Graham
Governor lead	Paul Dixon Suzie Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,745
Recovery premium funding allocation this academic year (including Tutoring Funding)	£ 1,486
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£67,231

Part A: Pupil premium strategy plan

Statement of intent

At Consett Infant School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils who are eligible for Pupil Premium do not enter Reception at age related-expectations; communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.
2	Emotional resilience and well-being of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
3	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year 1 and 2. This slows their progress in reading and all curriculum areas that demand effective reading strategies.
4	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high for PP children.
6	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.

7	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and that would raise aspirations for the future. This means they have a poor range of experiences to draw upon and apply to many areas of their education.
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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
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	A higher proportion of Pupil Premium children meet a Good Level of Development than in 2023.
Improve emotional resilience for all pupils through use of EW TA support and intervention. Pupils and key family members have access to a trained councillor to offer sessions to support their mental wellbeing, self-esteem and aspirations.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Y1 and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.	% of PP pupil meeting the expected standard in phonics improves from 2023.
Provide children with high quality teaching and feedback in smaller groups to ensure progress in lessons. Pupils have access to focussed intervention in all subjects delivered by experienced teachers and TAs, as well as focussed resources in order to close the gap with non-disadvantaged pupils	Increased proportions of pupils will reach ARE in English and Maths across the school.
Reduce the number of persistent absentees.	% of persistent absentees is at least in line with National Average. There are increased attendance rates for Pupil Premium children.
Increase engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023.

<p>Ensure PP pupils receive a broad and balanced curriculum with opportunities to in school activities that their parents may be unable or unwilling to help their child access.</p>	<p>PP pupils have access to learning opportunity to attend school external visits, Forest school sessions and well-being activities.</p>
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff and Maths lead to receive training from the Maths Hub to develop fluency, problem solving and more deeper understanding of mathematical processes</p>	<p>Evidence shows that developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement. It has, therefore, a major impact on young people’s educational progress.</p> <p>EEF toolkit: Improving Maths in the Early Years and Key Stage 1. Additional three to four months progress</p>	<p>3</p> <p>£2,400 - 6 days supply cover SA and CB</p>
<p>Staff to continue to deliver Little Wandle phonics scheme to ensure consistency in this approach to phonics across the school.</p> <p>English lead to monitor and support this development</p>	<p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Little Wandle is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 4 month progress.</p>	<p>3</p> <p>£1200 - 6 days supply cover JS</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions planned by teacher and led by teacher or TA using key resources across Literacy and numeracy for all year groups – evidence in Pupil Progress meeting document	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF toolkit: Teaching Assistant Interventions	4 £34,200
Intervention delivered by TAs in all year groups to support catch-up in phonics and group reading	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. EEF toolkit: Teaching Assistant Interventions	3 4 6 £24,955

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A well-being School Councillor to have specific time set aside to support children with challenging behaviour and low emotional well-being/resilience	Overall, it is clear that reducing challenging behaviour and low emotional well-being in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools. EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress	2, 5 £7392
Continue to employ a Parent Support Adviser to support the school business manager to monitor and implement	Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress	5 £680

strategies to improve attendance. Free Breakfast Club for PP children with poor attendance		£4387.50 £1900
Pupils across school have access to a wider range of experiences and opportunities that are needed to provide a rounded education and that raise aspirations for the future. These include: <ul style="list-style-type: none"> • Commando Joe sessions • an organised theatre visit to school 	Pupils would be unable to access specialist sessions designed to improve their confidence, investigative skills and knowledge and understanding of the world. Their access to the outdoors is limited to the town of Consett. PP pupils will expand their horizons beyond their own locality and experience different environments to enrich their understanding of the wider community Pupils do not have the opportunity to attend the theatre and experience this enriching, cultural experience, adding to their cultural capital.	7 £2658 (Commando Joe) £200.00 (theatre visit to school)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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 2022 to 2023 academic year.

Activity	Summer 2023 Evaluation			
Teaching Priorities	Little Wandle has impacted greatly on the progress of PP children within KS1. . The majority of Y1 PP children passed the phonics test in June (88%) and 100% passed in Y2			
	% Phonic Screening Test Scores PP children Year 1	March 2023	July 2023	
	0-10	0%	0%	
	10-20	12%	0%	
	20-30	31%	12%	
	30+	57%	88%	
	% Phonic Screening Test Scores PP children Year 2	March 2023	July 2023	
	0-10	0%	0%	
	10-20	0%	0%	
	20-30	0%	0%	
	30+	100%	100%	
		<ul style="list-style-type: none"> Communication training delivered to SEND TAs has greatly increased their skills when supporting children with ASD and these children are making good progress. This will be rolled out to all staff next academic year. 		
	Targeted Academic Support	<ul style="list-style-type: none"> Nuffield project completed with YR children and data indicates that all have made good progress – data file Targeted intervention in place for English and Maths in all classes. Milestone sheet shows the vast majority of PP children make above expected progress from starting points. Any experiencing difficulties have been referred to the relevant teams – see CPoms Tutoring programme has resulted in ten Y1 PP children making above expected progress with reading and writing skills. All Y1 children that accesses regular tutoring sessions across the academic year passed the phonic screening tests from low starting points. All three PP children from Y2 that accessed the tutoring support passed the phonic assessment 		
Wider Strategies	<ul style="list-style-type: none"> Commando Joe activities delivered to YR, Y1 and Y2 children and staff report that they have observed more skills of resilience with children during daily activities Family support advisor continues to support PP families to access emergency fund, foodbanks, creative food activities, mental health support for parents, parenting skills etc. Case studies illustrate the impact of this work on children’s mental well-being and academic progress Incidents of poor behaviour have reduced this year. 			

	<ul style="list-style-type: none"> • Evidence of the success of both the above strategies can be found via “Child’s Voice” contribution on CPoms. • Free breakfast club issued to 8 children to improve attendance – all increased their % from this offer being provided. • Forest school sessions completed for all year groups
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Include any additional funding or strategies used to support vulnerable pupils in school.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2022 Evaluation	Committee Date

Activity	Spring 2023 Evaluation	Committee Date

Activity	Summer 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		