## Pupil premium strategy statement

This statement details our school's use of pupil 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 | Carrington Infant School |
| Number of pupils in school | 170 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 to 2023/24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Governing Body |
| Pupil premium lead | Kate Cliffe |
| Governor Lead | Nadia Zachary |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year (23/24) | £53,835 |
| Recovery premium funding allocation this academic year | £6809 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for 2023 - 2024 academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £60,644 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Carrington Infant School we have a strong understanding of the common barriers to learning that might be encountered by disadvantaged pupils at our school. It is our intention that this knowledge is always shared and understood so that all adults in our school can support the pupils. We have the highest expectations for our pupils regardless of their barriers.

We know that high quality teaching for all, targeted interventions and a rich diet of enrichment activities, make the biggest different in ensuring disadvantaged pupils achieve well. We want our pupils to develop their ability to communicate effectively, using a rich and varied vocabulary. We want our pupils to love reading and know that reading opens the doors to other worlds. We want our pupils to be emotionally regulated so that they can love their learning.

We firmly believe that all pupils regardless of their barriers, given the right set of tools, will be able to learn.

We place significant emphasis on forming positive relationships with our pupils, parents and carers. These relationships are crucial for pupils to feel happy, safe and valued.

We want our pupils to love coming to school.

Our ultimate objectives for our disadvantaged pupils are:

- Using assessment as a foundation for action so that we help to close the Literacy and Numeracy gap between disadvantaged and advantaged pupils.
- For our disadvantaged pupils to have equal access to opportunities beyond the classroom
- For our disadvantaged pupils to know they are part of a community that cares and that their contributions matter.

We aim to do this through:

- Ensuring teachers have a reflective approach through a supportive coaching system
- Working closely with colleagues in other schools as part of the Buckinghamshire Disadvantage Project
- Improving the wellbeing and resilience of our disadvantaged pupils
- Supporting parents of disadvantaged pupils to help them support their own children
- To raise the attainment and rate of progress specifically in relation to speech and language and phonics skills of our disadvantaged pupils
- Tracking our disadvantaged pupils who have access to extra-curricular activities thus ensuring their range of life experiences
- Act upon persistent poor attendance and punctuality
- Use the support of a Therapy Dog for pupils
- Provide plenty of ‘Talk’ opportunities

Achieving these objectives and with expectation of the Governors:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all pupils is improved.
- Targeted, meaningful support
- Targeted ELSA provision
- All our work through the pupil premium will be aimed ensuring our pupils feel valued and noticed.
- Support payment for activities, educational visits.
- Behaviour support to enable pupils to be ready to learn in order to facilitate progress
- Strong parental engagement

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Poor speech and language from EYFS**<br>Every child, regardless of circumstance should be able to develop and thrive. There is increasing concern about the numbers of children starting school with poor speech, language and communication skills. Inequalities in early language development are recognisable in the second year of life and have an impact by the time children enter school.<br>Nationally approximately 10% of all children have long-term speech, language and communication needs. When children start school in Reception they are assessed using a speech and language therapist approved assessment. Each child who is flagged in the assessment as having a difficulty is provided with a personalised programme.<br>45% of our PP Reception children require Language Link Intervention. |
| 2 | **Low levels of social and emotional development**<br>All our Infant children will have been impacted by Covid in some form or another. We notice the dip in self-regulation and the language required to communicate personal needs. |
| 3 | **Reading**<br>31% (5 children) of our Year 2 Pupil Premium are working below Age related Expectations (ARE) in Reading in Autumn 2023. |
| 4 | **Attendance and Punctuality**<br>38% of our Pupil Premium children have attendance below 95% at the end of the Autumn term 2023 |
| 5 | **Preparedness for the school pathway (Emotionally, Physically and Nutritionally)**<br>Identifying families that need our support in the morning to manage the school drop off. This ranges from support in the home to reviewing the food the children are eating. We recognise the link between less nutritious meals and the inability to focus in learning. |

## 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 |
|---|---|
| Pupil Premium children achieve ARE in Phonics in Year 1 and Reading at the end of KS1 | Phonics Catch up intervention in place<br>Targeted reading sessions<br>Targeted Pupil Premium children have an IDL log in for reading |
| Pupil Premium children achieve ARE in writing at the end of KS1 | Targeted Pupil Premium writing group<br>More Pupil Premium children make ARE at the end of KS1 in writing |
| Improve communication and oral language skills amongst disadvantaged pupils. | Pupils can articulate themselves verbally and in written work.<br>Targeted Pupil Premium reading<br>Reading comprehension improves.<br>EYFS curriculum targets communication and language supported by Language link<br>Targeted staff CPD |
| Pupil Premium children will participate in a range of activities, supplementary to the curriculum. | Participation in school sports and other extra-curricular activities increased cultural capital |
| Attendance for Pupil Premium children increases from 38% of PP below expected attendance to 50%+ of all PP children having 95%+ attendance | Sign posted travel options<br>Family Support officer supports identified families to understand the barriers to attendance<br>50+% of Pupil Premium children have attendance of 95+% |

## 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: £ 23,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embed SSP phonics scheme (Little Wandle Letters and Sounds) catch up programme | EEF (+5) Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly those from disadvantaged backgrounds. The teaching of phonics | 3 |

| | | |
|---|---|---|
| | should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). | |
| Staff professional development – National College | The National College is the streaming home for high-quality professional development in education. It provides everything needed to strengthen, manage and evidence professional development. | All |
| Bespoke morning class that provides personalised teaching through a Nurture approach | EEF Uses 10 effective evidence-base components as part of the provision:<br>Self-regulation, behaviour interventions, social and emotional interventions, collaborative learning, oral language interventions, occupational therapy interventions, small group phonics, 1:1 phonics, Shape Coding and reading comprehension group | All |

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

Budgeted cost: £ 17940

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Targeted provision of Speech and Language therapist for identified PP children | EEF (+7) Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression. | 1 |
| Speech link and Language link delivered by trained Learning Support Assistants to assessed groups of children in | EEF (+4) Teaching assistant interventions Infant Language Link provides planned and resourced interventions for a graduated approach. Recommended high quality teaching strategies and classroom resources allow the teacher to support SLCN universally. | 1 |

| | | |
|---|---|---|
| EYFS and Year 1 / 2 | | |
| Carrington Club<br>Dedicated intervention for Pupil Premium Children to enhance a sense of community, improve attendance, sense of purpose | EEF (+4) Social and Emotional Learning - Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. | 4, 5 |
| IDL – targeted online programme to support reading and spelling | (+11 after 26 hours of use) The IDL Literacy intervention software is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those with dyslexia and is used as an intervention, but can also be used effectively as a school wide literacy software solution. | 3 |

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

Budgeted cost: *£ 18,560*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ELSA group run by ELSA trained HLTA for small group work support children who are having difficulty accessing learning through behavioural issues, using a Nurture approach to support their management of their own behaviour. | EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs. | 2,4,5 |
| Weekly trips to Wild Mind Well Being Animal Therapy farm | Nature-based farming and animal assisted therapy; by being part of a nurturing community on the farm this boosts social skills, increase independence and forms a greater sense of self. Physical, mental and emotional well-being through caring for the rescue animals and farm based activities. The approach is holistic and tailored to each individual, with a variety of activities and interventions that help to bring about positive change. The aim is to provide a | 2,4,5 |

| | | |
|---|---|---|
| | safe, supportive, and inspiring environment to help pupils to reconnect with themselves, nature, and their community. | |
| Enrichment activities accessible for all | The Sutton Trust<br>Outside of the school gates, access to extracurricular activities is limited for those who cannot afford to pay. Addressing these access gaps is key to ensuring all young people receive the education they need to reach their potential.<br><br>Schools should focus on ensuring a wider range of their pupils develop a broad array of non-academic skills, through both classroom strategies and extra-curricular enrichment activities such as debating, cultural visits and volunteering | 1,2,4,5 |

**Total budgeted cost: £ 60,644**

## 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.

**CONTEXT**

September 2022 – July 2023 we had 22% of pupils eligible for Pupil Premium, which is slightly above the National average of 19%.

| Pupil Premium Data Breakdown Summer 1 2023 | | | |
|---|---|---|---|
| Pupil Premium Pupils | | Pupils with SEND who are PP | |
| Whole School | 22% (37/172) | Whole School | 51.3% (19/37) |
| EYFS | 16.6% (10/60) | EYFS | 50% (5/10) |
| Year 1 | 25.4% (15/59) | Year 1 | 33% (5/15) |
| Year 2 | 19.1% (9/47) | Year 2 | 66% (6/9) |
| ARP | 50% (3/6) | ARP | 50% (3/6) |

There was a change in the senior leadership team in Spring 2023. The Deputy Head left and the SLT was restructured to have two Assistant Head Teachers, one for Inclusion and one for Curriculum and Assessment.

During the academic year, we took part in the Buckinghamshire Disadvantage Project, led by Marc Rowland, Unity Trust. Our focus on metacognition was a key aspect of the local school's disadvantage project. A year 1 class teacher was released to visit other schools and given time to develop metacognition strategies across the school. Teacher appraisal targets linked to metacognition and all teachers reported a positive impact when using focussed strategies.

From January 2023 we developed our support for our disadvantaged pupils by adding a before school breakfast club called 'Talk and Toast' which is run by an ELSA trained HLTA and an experienced Learning Support staff member. The reason a child is chosen for the provision is varied: SEMH, attendance and pupil premium. The aim is to provide children with a calm, regulated start to the day. Staff will model social skills and provide a positive experience. It provides a daily opportunity for the child to have a conversation with a trusted adult which makes them regulated and ready for their learning day. When necessary, it also provides DSL's with a window of opportunity to safeguard and monitor the most vulnerable. We also started 'Carrington Club' (January 2023), a club for those children who are pupil premium and not currently accessing any other intervention. The club meet for 30 minutes once a week. They focus on half-termly projects which are planned for, organised and presented by the children. This is to ultimately raise cultural capital and the club is run by an ELSA trained HLTA.

Parental engagement has been good. 100% of parents of disadvantaged pupils attended both parent evenings in the Autumn and Spring Term. The Head Teacher continues to work tirelessly to connect with disadvantaged families. Pupils have attended a range of extra-curricular activities

**Language and music groups and further cultural experiences**

The following groups are offered to our children:

Spanish, Gymnastics, Football, Disco, Recorder, Choir, Rock Steady, Perform Workshops, Forest School, Skipping

**Pupil Premium Participation in clubs 2022 to 2023**

| Club | Total Number | % of PP |
|---|---|---|
| Choir | 28 | 2 – 7% |
| Football | 19 | 4 – 21% |
| Rocksteady | 31 | 3 – 10% |
| Spanish | 14 | 1 – 7% |
| Dance | 27 | 1 – 4% |
| Performing arts | 15 | 2 – 13% |
| Environment | 12 | 3 – 25% |
| Recorder | 17 | 3 – 18% |
| Disco | 20 | 1 – 5% |
| Forest School | 22 | 4 – 18% |
| Gymnastics | 16 | 4 – 25% |

**Implementation of SSP Scheme**
**63 Pupils in cohort**
**17 PP**

| Year 1 Phonics Pass | Pupil Premium | Non-Pupil Premium |
|---|---|---|
| 2023 | 68% Pass | 81% Pass |
| **Year 2 Phonics** | | |
| 2023 (13 pupils) | 46% Pass | 88% Pass |

**Key Stage One SATs**
**10 (28%) PP Pupils**

| | Age Related | Greater Depth |
|---|---|---|
| **Reading** | 20% | 10% |
| **Writing** | 30% | |
| **Maths** | 20% | 10% |

### 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 |
|---|---|
| The National College | The National College |
| Language Link | Speech Link Multimedia LTD |
| Little Wandle Letters and Sounds Revised | Wandle Learning Trust |
| Animal Therapy | Wild Mind Well Being Farm |
| IDL | International Dyslexia Learning solutions |