

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	168
Proportion (%) of pupil premium eligible pupils	21% (36 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/5
Date this statement was published	December 2024
Date on which it will be reviewed	May 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Kate Cliffe
Governor Lead	Jonathan Nelson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24/25)	£53,260
Recovery premium funding allocation this academic year	£1,629
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2024 - 2025 academic year	£54,889

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 difference 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
- 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
- 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	<p>Poor speech and language from EYFS</p> <p>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.</p> <p>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.</p> <p>56% of our PP Reception intake children require Language Link Intervention and 33% require Speech link</p>
2	<p>Low levels of social and emotional development</p> <p>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.</p>
3	<p>Reading</p> <p>35% (6/17 children) of our Year 2 Pupil Premium are working below Age related Expectations (ARE) in Reading in Autumn 2024.</p> <p>4 of the 6 pupils are also SEND</p>
4	<p>Attendance and Punctuality</p> <p>41 % our Pupil Premium children are persistently absent in the Autumn term</p> <p>EYFS – 5 pupils</p> <p>Year 1 – 5 pupils</p> <p>Year 2 – 5 pupils</p>
5	<p>Preparedness for the school pathway (Emotionally, Physically and Nutritionally)</p> <p>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</p>

	children are eating. We recognise the link between less nutritious meals and the inability to focus in learning.
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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
Improved oracy skills	Pupils can articulate themselves verbally EYFS curriculum targets communication and language supported by Language link and Voice 21 Targeted teacher and support staff professional development using Voice 21
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 41% of PP below expected attendance to 50%+ of all PP children having 95%+ attendance	Family Liaison Office works with identified families to understand the barriers to attendance 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: £21,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff professional development for Oracy using the Voice 21 materials	Oracy Education Commission Report – October 2024	1, 2
The National College	EEF Effective Professional Development	2,4
Nurture Provision	EEF Uses 10 effective evidence-base components as part of the provision:	2,4,5

	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	
Trauma Responsive Education Training	This is part of a local authority wide strategy to equip schools to promote practice that supports vulnerable children to attend and engage in education. Mitigating the barriers to good educational outcomes for this cohort is a national priority as demonstrated by the government's commitment to the extended duty to all Virtual Schools. Trauma Informed and Attachment Aware approaches can have a profoundly positive impact on children who have had or are experiencing 'Adverse Childhood Experiences', enabling them to be more ready for learning.	1,2,4,5

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

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech link and Language link delivered by trained Learning Support Assistants to assessed groups of children in EYFS and Year 1 / 2	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.	1,3
Carrington Bears Breakfast Club: Dedicated intervention 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.	2,4,5

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

Budgeted cost: £ 10,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture group run by Nurture 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
Talk and Toast – breakfast intervention run by experienced support staff		
Family Liaison Officer (FLO)		
Enrichment activities accessible for all	The Sutton Trust 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. 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
Clubs		
Parental Engagement – tell a Tale Assembly	EEF Parental Engagement	3

Total budgeted cost: £ 54,889

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 2023 – July 2024 we had 22% of pupils eligible for Pupil Premium, which is slightly above the National average of 19%.

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

Clubs, cultural and curriculum enrichment experiences

The following groups are offered to our children:

Gymnastics, football, dance, story time, choir, Rock Steady, drama, Forest School, boxing, EYFS, wellness Wednesday, computing, art, ball skills, multi-sports, cooking, swimming for year 2 pupils, colour run,

Trips both internal and external: Windsor castle, Tower of London, Waddesdon Manor, High Wycombe chair museum, visiting theatre groups, Flackwell Heath library, science show, Woolley Firs,

Pupil Premium Participation in clubs 2023 to 2024

Club	Total Number	% of PP
Choir	43	21%
Football	32	19%
Rocksteady	20	20%
Dance	24	17%
Performing arts	15	13%
Environment	9	11%
Forest School	25	28%
Gymnastics	17	18%
Ball skills	10	40%
Story time	19	5%
Computing	25	16%
Art	27	26%
Glockenspiel	18	28%
Running	15	13%

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

Year 1 Phonics Pass	Whole Cohort	National Pass	Pupil Premium	Non-Pupil Premium
2024	79% Pass	80% Pass	57 % Pass	68 % Pass

EYFS – GLD (good level of development)**48 pupils in cohort****PP**

EYFS - GLD	Pupil Premium	Non-Pupil Premium
2024	66 % achieved GLD	71 % achieved GLD

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
Language Link	Speech Link Multimedia LTD
Voice 21 Discovery Oracy Classroom Practice	Voice 21
Animal Therapy	Wild Mind Well Being Farm