

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	171
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 2021
Date on which it will be reviewed	December 2022
Date on which it will be reviewed	September 2023
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 (22/23)	£62,245
Recovery premium funding allocation this academic year	£6625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2022 - 2023 academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£68870

Part A: Pupil premium strategy plan

Statement of intent

At Carrington Infant School we have a good 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 all our pupils regardless of their barriers.

We know that high quality teaching for all, targeted interventions and other focussed support make the biggest difference in ensuring disadvantaged pupils achieve as well as they can. We want our pupils to develop their ability to reflect on their own learning, specifically metacognition skills and improve their self-regulated learning. We firmly believe that pupils, given the right set of tools, will be able to learn.

We place significant emphasis on forming positive relationships with 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:

- Utilising 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 make good progress from their starting points.

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 pupils
- To raise the attainment and rate of progress in relation speech and language and phonics skills of our disadvantaged pupils
- Tracking our disadvantaged pupils who have access to extra-curricular activities thus developing their range of life experiences
- Act upon persistent poor attendance and punctuality
- Use the support of a Therapy Dog for pupils

- '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 support
- Targeted ELSA provision
- Additional teaching and learning opportunities provided through trained extra-curricular activities or external agencies
- All our work through the pupil premium will be aimed at accelerating progress for all including additional learning support to target accelerated progress
- Support payment for activities, educational visits.
- Behaviour support to enable pupils to be ready to learn in order to facilitate progress
- 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 levels of phonics, reading, writing and maths
2	Poor speech and language from EYFS
3	Low levels of social and emotional development
4	Additional SEND which can impact achieving expected levels
5	Attendance and punctuality issues
6	Preparedness for the school pathway (Physically and nutritionally)

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 attitude to learning	Pupils learn to self-regulate their behaviour, use the Zones of regulation and get back to Green
Progress in Phonics Year 1	Achieve above National average attainment scores for Phonics at Year 1

Improved Speech and Language across all year groups	Pupils can articulate themselves verbally and in written work. Their reading comprehension improves
Pupils will participate in a range of activities, supplementary to the curriculum.	Participation in school sports and other extra-curricular activities increased and health and fitness improved
Communication and language skills to progress rapidly on entry and pupil progress and attainment to accelerate	EYFS curriculum targets communication and language supported by speech link and NEI language link. Parents engaged to support their children and increase confidence in basic skills. Teachers confident in their knowledge of how to develop oracy skills.
Close gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with national.	Gap is closed between PP and non-PP School outcomes at KS1 at least in line with national Expectations of achievement made clear to pupils, parents and school staff.

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: £ 25,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Embed SSP phonics scheme (Little Wandle Letters and Sounds) to ensure our teaching of phonics is as robust as possible and subsequent training £4,000	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 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).	1,2,4
Staff CPD to support their development and understanding of effective assessment for learning and metacognition £1600	EEF (+7 months) Metacognition Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning	1,2,3,4,6

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

Budgeted cost: £ [20,100]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Existing HLTA appointed to work with small group	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a	1,3,4

£5700	small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 2 cohort need support to address gaps in maths, phonics and comprehension. Therefore, will access SLT tutoring for Maths and English with SEN children accessing 1:1 provision to narrow the gaps	
NELL Speech link and Language link delivered by trained Teaching Assistants to assessed groups of children in EYFS and Year 1 / 2 £7600	EEF (+4) Teaching assistant interventions	2
Interventions to support self-regulation, behaviour and effective communication £ 6800 Deputy Head running 3 self-regulation groups in year 2 with a focus on impulse control 1x a week	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.	3

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

Budgeted cost: £ 26,800

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	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's	3

<p>difficulty accessing learning through behavioural issues, using a Nurture approach to support their management of their own behaviour.</p> <p>£5000</p>	<p>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.</p>	
<p>SLT embark on Coaching programme to develop a school wide focus on reflective practice.</p> <p>£9800</p>	<p>Coaching Creating independence and resourcefulness Taking ownership for actions</p>	1,2,3,4,5,6
<p>Social and Emotional interventions and interactions enrich lives of disadvantaged pupils and their families</p>	<p>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</p>	3
<p>Language and music groups and further cultural experiences</p> <p>£2000</p>	<p>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.</p> <p>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</p>	3,5,6

Total budgeted cost: £ £72,795

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.

Pupil Premium Participation in clubs

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
Coaching Programme for SLT and wider staff	Coaching in Schools
Language Link	Speech Link Multimedia LTD

NELI	Nuffield Foundation Education LTD
Little Wandle Letters and Sounds Revised	Wandle Learning Trust