

Pupil premium strategy statement – Sladefield Infant School

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 and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	41%
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)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rob Meadows (HT)
Pupil premium lead	Rob Meadows
Governor / Trustee lead	Kelly Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,325
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,820
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£184,145

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to support all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum is our main priority.

To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

As such, our targeted intervention and support strategies are deployed in order to:

- continue to improve levels of attainment and progress, especially in Writing
- ensure our attainment figures remain in line with, or above, National figures
- specifically enhance reading, writing, mathematics and communication skills for those children who require targeting
- engage and develop learning through extra-curricular provision
- have a clear focus on all disadvantaged pupils, including those with SEND, and more able pupils
- support all pupils in becoming aspirational, confident and successful learners
- ensure the mental health and wellbeing of our community is at the forefront of our ethos and provision
- ensure teaching is effective and that staff have the opportunities to develop their skills
- improve attendance, especially for those children who have poor attendance rates, and those who are underperforming.

Challenges

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

Challenge number	Detail of challenge
1	Year-on-year, we have a number of children who can not access the curriculum offer without additional support. Currently, there are 4 children in EYFS and 3 children in Year 1 who are supported by additional adults, yet the funding provided does not match this level of support.
2	Increasingly, new starters mid-year, irrespective of Year Group, often have limited or no previous school experiences, and many have very poor English acquisition (both themselves and family members).
3	Knowledge and skills gaps affect the attainment of our disadvantaged children and widens the gap between them and non-disadvantaged children across all curriculum areas, some of which is as a result of poor blended learning engagement.
4	Some of our disadvantaged children need support with managing their feelings and need help to build resilience, to enable them to engage with all their learning opportunities.
5	Lower than average attendance and increased lateness amongst our disadvantaged community impacts of their learning experiences and readiness to learn.
6	Many of our children, including those that are disadvantaged, don't have English as their first language, and rarely have opportunities to speak in English when not in school.
7	Increased numbers of disadvantaged children with complex needs, including speech and language needs, poor social communication, poor working memory, attention difficulties and poor motor skills.
8	Limited life experiences, eg sports clubs, career pathways, life skills, impact the aspirations of our disadvantaged children.

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
<p>Teaching and Learning</p> <p>High quality teaching experiences and targeted interventions will support our disadvantaged children to make accelerated progress across the core curriculum.</p> <p>Adaptations made to the non-core curriculum will ensure our disadvantaged pupils will have wide and varied experiences enabling them to gain the knowledge and skills they need to succeed.</p> <p>Teaching Assistants and/or Academic Mentors will deliver high quality, effective interventions to enable children to make accelerated progress.</p> <p>Engage appropriately with the DLP Project, utilising the Wellcomm programme, to support the development of Oracy skills.</p> <p>Employ an Academic Mentor in order to support the children who have been identified as requiring targeting, through well-considered interventions; these include those children who are disadvantaged.</p> <p>Provide leaders the opportunity to model/team-teach/observe teaching in their subject to enhance provision and leadership knowledge in their subject.</p>	<p>At data capture points the gap between disadvantaged and non-disadvantaged children will narrow. This will be evident in the data and through pupil progress meetings with teaching staff. Disadvantaged children will make accelerated progress.</p> <p>All our children, including the disadvantaged pupils, will share the same rich experiences that will enable them to demonstrate they have gained the required knowledge and skills across the non-core curriculum, demonstrated through book scrutinises, pupil voice and planning.</p> <p>Lesson observations completed for teaching and Intervention staff will demonstrate 100% of teaching observed are judged to be Good or Outstanding.</p> <p>At least 90% of pupils make expected progress when assessed at end of support period, with at least 45% making accelerated progress.</p> <p>Identified underperforming children will be taught in smaller, targeted groups to 'catch-up' lost learning, as organised during Pupil Progress Meetings. Evidence of accelerated progress will be seen at data capture points.</p> <p>Leaders are more knowledgeable regarding the subject they lead and can support colleagues where required.</p>

Utilise Pupil Book Study initiative to support pupils in being able to articulate their learning more effectively.	During Pupil Voice sessions, pupils can confidently talk about their learning and can retrieve more about the contents of their learning.
<p>Mental Health & Wellbeing</p> <p>Targeted support will continue to be put into place for children demonstrating limited mental health & wellbeing, as identified by class teachers and/or DSLs.</p> <p>Increase the number of staff who are Mental Health First Aid trained to include Wellbeing Lead and Lead DSL to enhance the school's offer.</p> <p>Engage in TIASUK training offered by Birmingham Education Partnership so that the school has a greater understanding of supporting pupils and families who have faced trauma.</p> <p>Work alongside Compass to provide ongoing support for identified children and families to complement the school's pastoral offer.</p> <p>Access SCERTS (Social Communication, Emotional Regulation and Transactional Support) training, led by EPs, in order to support children identified with requiring support in these areas.</p> <p>Access Behaviour 360 toolkit to identify strategies to support pupils with their wellbeing, meaning that they can access learning more effectively</p>	<p>A decrease in the number of pupils being supported by Learning Mentor / Family Support Worker.</p> <p>Greater identification of those requiring support, and wider knowledge of support that can be offered out.</p> <p>As above.</p> <p>Wider network of families (including children with older siblings that may require support) being supported.</p> <p>Post-intervention scores have decreased in at least 80% of pupils participating in the programme.</p> <p>Post-support feedback indicates that at least 80% of pupils accessing support have accessed learning more effectively.</p>
<p>Attendance & Punctuality</p> <p>Attendance and punctuality incentives and consequences will encourage the disadvantaged parents and children be in school every day on time.</p> <p>Specific targeting of persistent absenteeism, including through the use of the 'Fast-Track' process, will see an</p>	<p>Increase in attendance figures for disadvantaged pupils; attendance figures are increasing and closing in on National figures.</p> <p>There is a measurable improvement in attendance for targeted disadvantaged children.</p>

<p>increase in attendance for identified pupils.</p> <p>A more strategic approach to attendance is developed by the school.</p>	<p>As above.</p>
<p>SEND</p> <p>Robust internal Plan, Do, Review SEND cycles, involving the disadvantaged children and parents, will enable timely interventions and appropriate referrals to outside agencies to gain the targeted support children need.</p> <p>Employment of Teaching Assistants to provide SMART targeted support for individual pupils, working specifically on individual needs as identified on the Audit Continuum.</p> <p>Targeted support staff to evaluate successes regularly in order to see whether children being targeted are demonstrating taught skills in classroom environment, independently.</p> <p>Provide staff with training in key aspect of SEND as required.</p>	<p>Parents of disadvantaged families will feel supported and their children will get the interventions they need.</p> <p>Evidence on completed Audit Continuums show that progress has been made by individual pupils receiving support.</p> <p>Evidence in lessons that children are transferring their learnt skills and knowledge into the classroom environment</p> <p>Staff have knowledge and techniques to help support pupils with specific needs, meaning that they can make appropriate progress in their learning.</p>
<p>EAL</p> <p>EAL support Teaching Assistant to be employed to provide support for children whose English is a significant barrier to their learning, including those new to the country.</p> <p>Targeted support staff to evaluate successes regularly in order to see whether children being targeted are demonstrating taught skills in classroom environment, independently.</p>	<p>Evidence of accelerated progress will be seen at data capture points.</p> <p>Evidence in lessons that children are transferring their learnt skills and knowledge into the classroom environment.</p>
<p>Additional Support (Funding & Opportunities)</p>	

<p>Families that would otherwise be financially excluded from attending school trips will be supported as appropriate.</p> <p>Provide specific opportunities for extra-curricular clubs to be specifically aimed at those in receipt of Pupil Premium funds.</p> <p>Ensure families are aware of the fact that school uniform can be cost-effective, and provide free uniform for those who may need it.</p> <p>Engage with local outside agents to provide assemblies in order to promote a work ethic, specifically targeted at boys so that they can see and hear from positive male role models.</p>	<p>Contributions to education visits will mean no disadvantaged children will be excluded from taking part.</p> <p>The % of Disadvantaged pupils who have actively engaged in an extra-curricular activity has increased.</p> <p>Financially-challenged families do not need to spend unnecessary funding on school uniform.</p> <p>Feedback from boys questioned indicate that they have positive aspirations for when they are older.</p>
<p>Family Support</p> <p>Where required, families will be supported by a key member of staff (Family Support Worker/Learning Mentor) who will be able to signpost disadvantaged families to appropriate services to gain the help they need.</p> <p>Basic skills lessons for parents/carers to improve the outcomes for our disadvantaged families.</p> <p>Provide regular opportunities for parents/carers to meet together to share experiences.</p> <p>Set up a 'hub' where family or community work can be carried out effectively.</p>	<p>A higher proportion of our disadvantaged children will arrive at school ready to learn.</p> <p>Disadvantaged parents will be supported in improving their basic skills, which in turn will enable them to support their children with their learning, raised parental esteem and improved role-models for children.</p> <p>Parents/Carers that feel less engaged in the school community can become more involved.</p> <p>There is an increase in the number of families and wider community members who are accessing the school's provision.</p>

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: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop the use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (Success for All) across the school.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics EEF educationendowmentfoundation.org.uk</p> <p>Whilst the majority of the cohort are working at the expected level, some children require small-group tuition to enable them to access the learning at their level.</p> <p>Small group tuition EEF educationendowmentfoundation.org.uk</p>	2,3,6
Embed an Oracy programme that allows children to develop their spoken language and the ability to actively engage in higher-quality conversation	<p>Evidence suggests that high-quality oral intervention will lead to greater outcomes in all subject areas, as well as developing confidence in pupils.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	2,6,8
Vigorous tracking and monitoring, by SLT, to ensure pupils who are not reaching their full potential at either level have been identified and have appropriate intervention and support in place.	<p>Selecting interventions tool.pdf educationendowmentfoundation.org.uk</p>	2,3
Continue to develop teaching of the Arts through the use of a	There is good evidence to suggest that the involvement of a high-quality Arts provision	2,3,8

specialist teacher developing the teaching of all. Achieve the Gold Arts Mark.	within the curriculum leads to improved academic success in core subjects. Arts participation EEF (educationendowmentfoundation.org.uk)	
Provide opportunities for subject leaders to work alongside colleagues to deliver their subject across the school.	Evidence indicates that collaborative learning has a positive impact on outcomes, both in pupils and in staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	3
Enable pupils to articulate their learning more effectively through the development of the Pupil Book Study initiative.	Research indicates that allowing pupils to discuss their learning in a specific way will ensure that they remember and can retrieve more. https://birmingham.eduhub.org.uk/event/quality-assuring-your-curriculum-pupil-book-study-with-alex-bedford/202309110000/	2,3,6,7

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

Budgeted cost: £73,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Over the year, we have used:	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3,4,6,7,8

<ul style="list-style-type: none"> -1 Academic Mentor -Small-group targeting led by highly-skilled TAs -1:1 Reading Intervention organised through Bookmark 		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2,3,6
<p>Continue to use a language and communication toolkit to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills (Wellcomm)</p> <p>Continue to provide ongoing, relevant training and support for colleagues delivering programme (via DLP project)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,6,7

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

Budgeted cost: £52,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

procedures and appointing attendance/support officers to improve attendance.		
Redevelop the Site Manager's house to act as a Community Hub.	<p>Our intention is to develop opportunities for the wider community to develop their skillset, enabling them to become more active citizens, and also to be able to support their children more actively.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	8
<p>Develop provision of Mental Health & Wellbeing by:</p> <ul style="list-style-type: none"> -training more key staff to become Mental Health First Aiders -engaging in TIASUK as organised through BEP -engaging in SCERTS as organised BY EPs -working with Compass to offer wider opportunities to our wider community 	<p>The various support packages made available will further enhance our offer of Mental Health & Wellbeing support, which will include supporting families within the community and siblings that do not attend our school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1-7
Access Behaviour 360 to identify strategies to support the wellbeing of individual pupils and provide a personalised approach for those children who require it.	<p>Some pupils require a personalised approach towards accessing their learning, some of whom require a personalised approach.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,4,7
Continue to develop the roles of the Nurture staff so that they can support pupils and families with varying needs, including behavioural, and personalising their approach to the individual case.	<p>CPD for our Nurture staff has meant that they can use strategies and programmes to support pupils, largely to improve their self-regulation; develop social and emotional skills; improve social behaviours.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,8

	Behaviour interventions EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Contributions towards the cost of trips so no disadvantaged child is excluded from the experience.	<p>Due to the deprivation indicator in the area of the school, we are aware that many of our families would not be able to afford the various experiences we would like the children to have, many linked to the Arts and wider curriculum. The school's contribution means that no child will miss out.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	4,5,8
Providing support for families that are struggling financially to provide school uniform / PE kit	<p>The Government have provided non-statutory guidance that schools should support families who cannot afford school uniforms; our policy reflects this.</p> <p>School uniforms - GOV.UK (www.gov.uk)</p>	4,5,8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £184,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that:

- In EYFS, the percentage of disadvantaged children reaching GLD was 69% whilst the overall national level was 67%.
- In Year 1 Phonics, 71% of disadvantaged pupils met the Phonics Screening Check expectations compared to 67% nationally.
- In Year 2 Reading, 69% of disadvantaged pupils met the expected standard compared to 73% nationally.
- In Year 2 Writing, 66% of disadvantaged pupils met the expected standard compared to 65% nationally.
- In Year 2 Maths, 69% of disadvantaged pupils met the expected standard compared to 75% nationally.

These key performance indicators against national figures indicate that there is still a need to focus on Reading and Maths development for disadvantaged pupils. As such, we are using funding to enhance our targeted interventions in these two subjects.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

- The number of disadvantaged pupils on the school's 'vulnerable' list has decreased from 47 to 30 pupils (a decrease of 36%), showing the success of our Nurture and wellbeing work
- As a school, we have only had 1 disadvantaged child placed on a Behaviour Plan as per the school's policy; there have been no exclusions during the academic year
- Attendance of disadvantaged pupils has increased by 0.8% compared to the previous academic year, and the number of disadvantaged pupils considered as 'persistent absent' has dropped from 23 to 11 (a decrease of 52%)

Based on all the information above, the performance of our disadvantaged pupils met our expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the ongoing work linked to Mental Health & Wellbeing has positively impacted on a vast amount of school life, including academic progress and attainment. We also believe that the specific targeted interventions have positively contributed to 'close the gap' for

identified disadvantaged pupils. The financial support we offer disadvantaged pupils in terms of trips and uniform mean that all children get to access the wider curriculum and there is no stigma attached to them attending school.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. We are going to continue to prioritise mental health and wellbeing. We also recognise the fact that we need to support our wider community in order to access what is available so that they can develop themselves, and consequently support their child in their academic development. We value the importance of the Arts and are prioritising Pupil Premium funding to ensure our children gain experiences they may not ordinarily have access to.

Externally provided programmes

Programme	Provider
1-1 Reading Support	Bookmark
Wellcomm	Developing Local Provision (DLP) Project
Creative Connections	Arts Council
Mental Health First Aid Training	BEP
SCERTS	Educational Psychologists
TIASUK	BEP
Mental Health & Wellbeing Support	Compass