

Pupil premium strategy statement – Trafalgar Community 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	15
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 and 2024-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Fiona Hickie and Kat Green
Pupil premium lead	Claire Edgal
Governor / Trustee lead	Sam Picknell and Connie Ridout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total £20,735 (based on school data 6.12.22)
Recovery premium funding allocation this academic year	£2030
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£22,765

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

We will consider the challenges faced by all our vulnerable pupils. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas, in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to our wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the work that they are set
- act early to intervene at the point when a specific need is identified
- adopt a whole school approach, in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Language and Vocabulary</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Reading, Writing and Phonic Knowledge</p> <p>Assessments, observations and discussions with pupils suggest some disadvantaged pupils have greater difficulties when reading and writing than their peers do. This is often because they have a poorer knowledge of phonics or struggle to apply their phonic knowledge, when compared to their peers. This negatively impacts their development as readers and writers.</p> <p>In Year 1 currently 20% of disadvantaged children are secure in reading compared to 63.4% in the whole year group. 60% of these disadvantaged children did not meet their Early Learning Goal for reading by the end of Reception. Currently no disadvantaged children are secure in reading compared to 51.2% of their peers. 80% of these children did not meet their Early Learning goal for writing.</p> <p>In Year 2 currently 28.6% of disadvantaged children are secure in reading compared to 68.9%% of the whole year group. No disadvantaged children are currently secure in writing compared to 49.4% of their peers.</p> <p>In our current Reception, all the children who are disadvantaged are not currently not on track to meet the Reading and Writing Early Learning Goal.</p>
3	<p>Knowledge of Number</p> <p>Assessments, observations and discussions with pupils indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Currently in Reception all of the children are not on track to meet the Early Learning Goal for number.</p> <p>In our current year 1 intake, only 40% met the number Early Learning Goal at the end of Reception. Currently 33.3% are secure in their maths compared to 61% of their peers.</p> <p>Currently in Year 2, no disadvantaged children are secure in maths, compared to 49.4% of their peers.</p>
4	<p>Impact of the Covid Pandemic</p>

	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>Well Being</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families.</p> <p>There is also a lack of enrichment opportunities, either due to financial pressures or a lack of understanding that simple things, like a trip to the park will help their children. Our disadvantaged children are less likely to access a range of enrichment activities, partly due to financial constraints and pressures and also a lack of appreciation of how valuable a trip to the park or special time with a parent to share a book is. These challenges particularly affect disadvantaged pupils including their attainment.</p> <p>Teacher referrals for social, emotional and mental health support for both children and families remain relatively high. 29 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs, through 1:1 and small group interventions. (E.g., Elsa Support, Family Link Worker support, Therapy Dog or Art Therapy).</p>
6	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.3% - 13.6% lower than for non-disadvantaged pupils.</p> <p>This year attendance is a significant issue amongst our disadvantaged pupils and 27% of disadvantaged pupils have been 'persistently absent' compared to 7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. This is sometimes due to a lack of parental engagement and an understanding of the importance of coming to school every day. Parental engagement is a factor in at least one case involving a disadvantaged child.</p> <p>Another factor is children who cannot attend for a full day in school, due to significant SEND needs.</p>

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 oral language skills and vocabulary among disadvantaged pupils, including our EAL families in this category.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	KS1 reading and writing outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with other pupils with similar learning needs (E.g. SEND).
Improved maths attainment for disadvantaged pupils at the end of KS1	KS1 maths outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with other pupils with similar learning needs (E.g. SEND).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained good attendance by 2024/25 demonstrated by: <ul style="list-style-type: none">• The overall attendance rate for all pupils being at least 96% or higher, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £11,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that we have constructed a curriculum that is ambitious, coherently planned and sequenced and meets the needs of all pupils, particularly the most disadvantaged (current School Improvement Plan)</p>	<p>Lessons observed show clear adaptations for children with additional needs.</p> <p>Embedded use of the OAIP will be seen through observations, planning and book scrutiny.</p> <p>Increased staff confidence when planning and adapting work for children with SEND or disadvantaged children.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education/evidence/guidance-reports/effective-professional/development</p>	<p>1,2,3,4</p>
<p>Use the Little Wandle phonics programme</p> <p>Train all staff to deliver this programme</p> <p>Ensure catch up and intervention groups happen promptly when children are falling behind</p>	<p>Little Wandle phonics scheme used throughout EYFS and across KS1</p> <p>Staff confidence improved and all staff can deliver high quality phonics lessons, seen in lesson observations and through staff discussion.</p> <p>More children pass the phonics screen in Year 1.</p> <p>The % of disadvantaged pupils, who meet the expected standard in the Year 1 phonics-screening test, is in line with other non-disadvantaged pupils with similar learning needs (E.g. SEND).</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,4</p>
<p>The English and Phonics lead to be given time out of class for coaching others, team teaching and leading staff meetings on improving phonics, reading and writing</p>	<p>LW books and resources support the children's application of their phonic knowledge</p> <p>Teachers feel confident teaching and planning English, this will be evidenced through lesson observations, planning and book scrutiny</p> <p>Phonics teaching is robust and there is a clear progression.</p>	<p>1,2,4</p>

Ensuring the English long term plan is sequenced and coherently planned.	The % of disadvantaged pupils, who meet the expected standard in reading and writing, is in line with other non-disadvantaged pupils with similar learning needs (E.g., SEND). Phonics Toolkit Strand Education Endowment Foundation EEF	
Therapeutic Thinking training will be completed for all staff. Therapeutic thinking will become embedded in our practice in school HT to attend the 3-day training HT and SENCO to provide training in- school for all staff.	Improved behaviour management. Increased understanding amongst all staff that behaviour is the communication of an unmet need and our approach is in line with Therapeutic Thinking. Children and parents are happier and have confidence to meet all the needs of the children, which will also have an effect on attendance of disadvantaged children. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6
To use the EMTAS service and advice to use training and resources to improve our provision and the adaptations made for children with EAL needs.	Newly arrived children with little or no English will have a well-planned support program. Teachers will feel more confident when teaching newly arrived children. New arrivals and families will feel welcomed to the school community Observations, discussions, and book scrutiny with show a range of supportive adaptations are being made to support children with EAL. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 5, 6

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

Budgeted cost: £ 5691

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To provide intervention activities to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (E.g. Narrative therapy, Neli)	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Additional Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,4
Additional staff provide a blend of tuition, mentoring and enrichment 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. (E.g. Tutoring, sports interventions, Elsa, Art Therapy, Therapy Dog.)	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 Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,5

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

Budgeted cost: £5692

Activity	Evidence that supports this approach	Challenge
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		number (s) addressed
<p>To continue to provide therapeutic programmes for children and their families including art therapy, a therapy dog, ELSA, alternative provision, family support worker, parenting workshops and support. This will support disadvantaged children and their families where a need has been identified.</p>	<p>Improved wellbeing of the children and their families.</p> <p>Improved parent engagement, which will have a positive effect on the children's attendance.</p> <p>Improvement in the children's attainment.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,3,4,5,6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice:</p> <p>Weekly summaries of attendance on the newsletter.</p> <p>Termly 100% certificates for children.</p> <p>Following the Durrington Research School 'Nudge Theory' which includes sending regular emails to parents and carers who have poor attendance or who are persistently late.</p> <p>Referring families to Pupil Entitlement and Early Help for children who persistently not attending or late.</p> <p>Daily phone calls for non-attenders.</p> <p>Use robust attendance tracking and monitoring on BromCom.</p> <p>A school governor is linked to monitoring attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p> <p>Durrington Research School 'Nudge Theory'</p>	5,6

<p>Where families are experiencing financial difficulties, we will provide:</p> <p>1 set of uniform per year.</p> <p>Trips, visits and Forest School, where normally a parental contribution is asked for.</p> <p>1 free before or after school club a term.</p>	<p>Children will feel the same as their peers and part of the school community.</p> <p>Reduce financial pressure on disadvantaged families</p> <p>Increased engagement and participation in a wider range of activities.</p> <p>West Sussex Service for schools-having an awareness of stigma</p> <p>https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £22,766

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 2021/22 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 1 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 1 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was in some cases, below that of their peers. Our analysis suggests that the reason for this was primarily the ongoing impact of COVID-19, poor attendance, a number of children with little or no English on arrival and children on a part time timetable due to significant additional needs. We have also identified the need for a more rigorous programme of teaching phonics with catch up programs for those children who fall behind. Progress in writing, was identified as an area which needs improvement and focus.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 4.5% higher than their peers in 2021/22 and so far this year it is 13.49% higher. This gap is due to a minority of our disadvantaged pupils who have a high level of persistent absence. We recognise this

gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

This academic year, we have reviewed our strategy plan and made changes to how we intend to use our budget, as set out in the 'Activity in This Academic Year' section above. Our school, staff and Governors are all dedicated to doing everything possible to reduce the disadvantage gap.