

# Pupil Premium Strategy Statement – Trafalgar Community Infant School 2023-24

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 (out of 237 children)
Proportion (%) of pupil premium eligible pupils	6.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 and 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Fiona Hickie
Pupil premium lead	Claire Edgal
Governor / Trustee lead	Sarah Brockhurst (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total £20,735 for <b>2022-23</b> (based on October census 2022) Total £20,370 for <b>2023-24</b> (based on October census 2023, 14 children x £1455)
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
<b>Total budget for this academic year</b>	<b>£22,400</b>

# 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><b>Speech, Language and Vocabulary</b></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. Learning vocabulary, particularly in mathematics and science has to happen before the children can be secure in these subjects.</p>
2	<p><b>Reading, Writing and Phonic Knowledge</b></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 writing compared to 68% who are not pupil premium. 40% of disadvantaged children are on track to achieve age related standards in reading compared to 75% who are not pupil premium. (There are 5 pupil premium children in this year group).</p> <p>In Year 2 currently 29% of disadvantaged children are on track in writing compared to 46% who are not pupil premium. 43% of disadvantaged children are on track to achieve age related standards in reading compared to 56% who are not pupil premium. (There are 7 pupil premium children in this year group).</p> <p>In our current Reception, 66% the children who are disadvantaged are not currently not on track to meet the Reading and Writing Early Learning Goal. (There are 3 pupil premium children in Reception)</p>
3	<p><b>Impact of the Covid Pandemic</b></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 speech and language and writing. Our current Year 1 and 2 cohort may have had a disrupted pre-school education and may have been isolated and not had the usual opportunities for normal social interactions with friends and family.</p>

4	<p><b>Well Being</b></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. Around 30 pupils (10 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 pets, lego world, nurture group, friendship ring or art therapy).</p>
5	<p><b>Attendance</b></p> <p>This year 4 pupil premium children have an attendance level below 85%. 7 pupil premium children have an attendance between 85% and 95% (Sept to Dec 2023) 4 pupil premium children have good attendance above 95%.</p> <p>Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. Attendance is affected for these children due to a range of factors. One child is on a part time timetable. One child has medical needs. The reasons given for other absences are a range of illnesses.</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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
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"> <li>• 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.</li> </ul>

## Activity in this academic year (2023-24)

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: £11,382

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 EAL who also might be disadvantaged children.</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><a href="https://educationendowmentfoundation.org.uk/education/evidence/guidance-reports/effective-professional/development">https://educationendowmentfoundation.org.uk/education/evidence/guidance-reports/effective-professional/development</a></p>	<p>1,2,3,4</p>
<p>Use the Little Wandle phonics programme and the Little Wandle Year 2 spelling 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 and spelling 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</p>	<p>1,2,3,4</p>

	<p>other non-disadvantaged pupils with similar learning needs (E.g. SEND).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></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>Ensuring the English long term plan is carefully sequenced and coherently planned.</p> <p>Monitoring activities will ensure that the English long term plan is embedded across the school.</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>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).</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Therapeutic Thinking training will be completed for all staff.</p> <p>Therapeutic thinking will become embedded in our practice in school.</p> <p>HT and SENCO to provide training in- school for all staff.</p> <p>The therapeutic approach is shared with parents and carers.</p>	<p>Improved behaviour management.</p> <p>Increased understanding amongst all staff that behaviour is the communication of an unmet need and our approach is in line with Therapeutic Thinking.</p> <p>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.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>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.</p>	<p>Newly arrived children with little or no English will have a well-planned support program.</p> <p>Teachers will feel more confident when teaching newly arrived children.</p> <p>New arrivals and families will feel welcomed to the school community</p> <p>Observations, discussions, and book scrutiny with show a range of supportive adaptations are being made to support children with EAL</p>	1, 2,4,5,

	<p>EAL children and disadvantaged children will be taught new vocabulary before they need to use and understand these words, particularly in advance of maths and science lessons. Vocabulary will be shared with parents and carers.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
--	--	--

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

Budgeted cost: £ 5491

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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, speech and language, Bucket Time, Lego world)</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><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
<p>Additional Little Wandle phonics and spelling sessions targeted at disadvantaged pupils who require further phonics support.</p>	<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><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,
<p>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</p>	<p>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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p>	1,2,3,4,5



disadvantaged, including those who are high attainers. (E.g. Tutoring, sports interventions, ELSAA, Art Therapy, Therapy pets.)	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
--	---	--

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

Budgeted cost: £5527

Activity	Evidence that supports this approach	Challenge number (s) addressed
To continue to provide therapeutic programmes for children and their families including art therapy, a therapy pets, ELSA, alternative provision, family support worker, parenting workshops and support. This will support disadvantaged children and their families where a need has been identified.	Improved wellbeing of the children and their families. Improved parent engagement, which will have a positive effect on the children's attendance. Improvement in the children's attainment. Parental engagement has a positive impact on average of 4 months' additional progress. <a href="https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,3,4,5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice: Weekly summaries of attendance on the newsletter. Termly 100% certificates for children. Following the Durrington Research School 'Nudge Theory' which includes sending regular emails to parents and carers who	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="#">Improving School Attendance</a> Durrington Research School 'Nudge Theory'	1,2,4,5

<p>have poor attendance or who are persistently late. Referring families to Pupil Entitlement and Early Help for children who persistently not attending or late. Daily phone calls for non-attenders. Use robust attendance tracking and monitoring on BromCom. A school governor is linked to monitoring attendance.</p>		
<p>Where families are experiencing financial difficulties, we will provide: 1 set of uniform per year. Trips, visits and visitors, where normally a parental contribution is asked for. 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. Reduce financial pressure on disadvantaged families Increased engagement and participation in a wider range of activities. <a href="#">West Sussex Service for schools-having an awareness of stigma</a>  <a href="https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,3,4,5
<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 e.g. purchasing school shoes, train or bus tickets for families that have been re-housed, in year admissions.</p>	1,2,3,4,5

**Total budgeted cost: £22,400**

## Part B: Review of the previous academic year (2022-23)

### Outcomes for disadvantaged pupils

Outcome	Progress													
<p>Improved oral language skills and vocabulary among disadvantaged pupils, including our EAL families in this category.</p>	<p>Rec: NELI intervention for ch in Rec. 75% of PP children participated in NELI. All made progress in speaking and Listening.</p> <p>EAL children who have met early learning goal (ELG) for listening and understanding and speaking 63% (5 out of 7 children)</p> <p>Progress to date:</p> <p>KS 1: 1 PP ch has a speech and language programme set by a therapist and delivered in school. 2 ch have participated in school based interventions this year (Lego Therapy, Narrative Therapy).</p> <p>Ordinarily available Good Practice (OAIP) Guide is being used by class teachers and identifies activities for class teachers to use for children with additional needs in S&amp;L</p>													
<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<p>Little WANDLE phonics programme continues to be embedded across all year group's this year.</p> <p>The phonics lead has had time out of class to coach other teachers and monitor in detail the delivery and impact of this programme.</p> <p>Phonics Screening Data:</p> <table border="1" data-bbox="528 1585 1251 1998"> <thead> <tr> <th colspan="2"></th> <th>Phonics Screening Check</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Y1</td> <td>All</td> <td>80%</td> </tr> <tr> <td>PP</td> <td>67% (2 out of 3 children)</td> </tr> <tr> <td rowspan="2">Y2</td> <td>All</td> <td>87%</td> </tr> <tr> <td>PP</td> <td>72%</td> </tr> </tbody> </table>			Phonics Screening Check	Y1	All	80%	PP	67% (2 out of 3 children)	Y2	All	87%	PP	72%
		Phonics Screening Check												
Y1	All	80%												
	PP	67% (2 out of 3 children)												
Y2	All	87%												
	PP	72%												

Reading and Writing Data:			
		Reading	Writing
Rec	All	81%	78%
	PP	50% (2 out of 4 children)	50%
Y1	All	Data not yet available	
	PP		
Y2	All	68%	54%
	PP	43% (3 out of 7 children)	43%

In the autumn and spring term 2 additional teachers provided small group interventions with groups of year 1 and 2 focused on PP ch, to embed reading and writing skills.

Improved maths attainment for disadvantaged pupils at the end of KS1			Maths
	Rec	All	89%
		PP	50% (2 out of 2 children)
	Y1	Data not yet available	
	Y2	All	80%
		PP	43% (3 out of 7 children)

	In the autumn and spring term 2 additional teachers provided small group interventions with groups of year 1 and 2 focused on PP ch, to embed maths skills.																				
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<table border="1" data-bbox="533 412 898 1005"> <thead> <tr> <th></th> <th></th> <th>Attendance</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Rec</td> <td>All</td> <td>94%</td> </tr> <tr> <td>PP</td> <td>84%</td> </tr> <tr> <td rowspan="2">Y1</td> <td>All</td> <td>94%</td> </tr> <tr> <td>PP</td> <td>86%</td> </tr> <tr> <td rowspan="2">Y2</td> <td>All</td> <td>96%</td> </tr> <tr> <td>PP</td> <td>86%</td> </tr> </tbody> </table> <p data-bbox="533 1016 1423 1182">Our target for 2024/2025 is for the attendance of all children to be at least 96% and the gap between disadvantaged (PP) children and all children to reduce. Currently the average gap is between 8% and 10%.</p> <p data-bbox="533 1227 1423 1305">However, this is due to significantly lower attendance for a minority of PP children.</p> <p data-bbox="533 1350 1423 1384">Rec:</p> <p data-bbox="533 1429 1423 1462">1 child – medical needs</p> <p data-bbox="533 1507 1423 1541">Y1:</p> <p data-bbox="533 1585 1423 1619">1 child – medical needs</p> <p data-bbox="533 1664 1423 1697">Y2:</p> <p data-bbox="533 1742 1423 1776">1 child-home circumstance</p> <p data-bbox="533 1821 1423 1899">1 child –Social emotional and mental health needs (SEMH) and a part-time timetable.</p> <p data-bbox="533 1944 1423 2045">Absences are monitored and daily phone calls home are made where necessary. The school liaises with other agencies to support families to find solutions.</p>					Attendance	Rec	All	94%	PP	84%	Y1	All	94%	PP	86%	Y2	All	96%	PP	86%
		Attendance																			
Rec	All	94%																			
	PP	84%																			
Y1	All	94%																			
	PP	86%																			
Y2	All	96%																			
	PP	86%																			

	8 of our 15 PP child have attendance of at least 90%.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Higher levels of anxiety in children and families continue to be significant barrier.</p> <p>School parent support worker working with over 20 families this year, including half of our PP families. This includes regular face to face meetings, emails, phone calls, and ad-hoc, 1-off sessions. All the feedback is very positive and at a recent drop-in session many more families came forward, seeking support. At present we are only offer half a day week of this.</p> <p>Parenting workshops-network. - termly.</p> <p>We regularly refer and/or signpost families to outside agencies including: Early Help, Integrated Front Door (social care)</p> <p>In school we offer a therapeutic way of working in the inclusion team.</p> <p>Our ELSA provides 2 weekly days of support for children on a 1:1 basis, usually for a half to one term.</p> <p>Our interventions focus on SEMH: Friendship groups, Circle of friends, Bucket Time and Sensory Circuits.</p> <p>Our art therapist is in school one morning a week and supports 1 PP child, for the whole year. She has 3 children in total.</p> <p>All the services have a huge backlog and long waiting list. Huge backlogs in these services are affecting families and our ability to access outside support, particularly for speech and language support.</p>