



Stannington Infant School

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stannington Infant School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers	2024 / 2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Binns
Pupil premium lead	Sarah Binns
Governor / Trustee lead	Lyndsay Bugden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32 010
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this 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	£32 010

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives are as follows:

- Developing a sense of belonging in every child and family.
- Maximising the engagement and readiness to learn for all pupils.
- Delivering high quality teaching and learning for all pupils.
- Raising standards for eligible pupils to close the gap on national outcomes; focusing primarily on language gaps.
- Increasing the attendance and decreasing the persistent absence of all pupils.
- Identifying and intervening to the needs of disadvantaged children.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals focusing on the controllable factors. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- The strategy will focus on a small number of effective approaches

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils for the academic year 2020/21. We are mindful that these may change within cohorts.

Challenge number	Detail of challenge
1	There is a strong correlation between disadvantaged pupils having additional needs including SEND (32%)
2	Internal data analysis shows that some disadvantaged pupils attain less well in standardised assessments. Some gaps in learning are hindering progress for

	some pupils. Internal data analysis shows that a greater proportion of pupils with disadvantage start with lower communication and language skills.
3	Our assessments, observations and discussion evidence that social and emotional well being as well as self confidence are an issue for some disadvantaged pupils.
4	To ensure children with disadvantage access as wide a range of wider curricular and personal development opportunities as all children at Stannington Infant School. It is recognised nationally that children with disadvantage have fewer extra-curricular opportunities which negatively impacts on well-being. (BMC Paediatrics study)
5	Our analysis of attendance shows that some disadvantaged families need additional support to sustain better attendance and punctuality. At present 45% of our disadvantaged pupils are at risk of falling into the persistent absenteeism category.

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 of disadvantaged pupils	Assessment of pupil's oral language skills demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
Improved vocabulary for disadvantaged pupils	Assessment of pupil's vocabulary skills demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.
Pupils become fluent readers supported by secure phonic knowledge	All disadvantaged pupils will pass the phonic screening assessment. Disadvantaged pupils will be at, exceeding or closing the gap rapidly with age related reading and phonics expectations.
Targeted interventions support pupils' social skills, confidence, and positive mental health.	Pupils have positive learning behaviours i.e. self-regulation of feelings, improved concentration and memory.
Families value regular school attendance and as a result attendance for all pupils is 95%+.	Attendance each half term is 95% Regular school attendance means pupils do not have gaps in learning or loss of confidence.
Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc	All pupils are able to take part in events, activities and visits therefore supporting growth in social skills, confidence, and positive mental health.
School staff are more able to support children with emotional and or mental health needs.	Most pupils with identified emotional or mental health needs receive in school support to improve and enhance their wellbeing.
Gaps in learning are addressed effectively both at home and in school, leading to successful catch up.	Interventions will directly and swiftly impact upon pupil outcomes

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: £ 1200 (amount rounded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Regard Training	https://positiveregard.co.uk/	3
NELI Nuffield Early Language Intervention	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
UCAN Language training	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £ 30,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistency in teaching of early reading and phonics. Purchase additional reading books. Coaching for staff by specialist leader.	<ol style="list-style-type: none"> Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) 	1, 2, 3
Support pre and post teaching to develop pupil vocabulary. Language programs – VIP, LEAP. Additional Support staff for language development in the early years. Additional phonics sessions for targeted pupils. 1:1 reading support for targeted pupils.	<ol style="list-style-type: none"> Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) https://classteaching.wordpress.com/2019/06/17/structuring-classroom-talk/ Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) 	1, 2, 3

Nurture / Play therapy provision to provide personalised learning for targeted pupils.	<ol style="list-style-type: none"> 1. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 2. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) 3. Oral language interventions EEF (educationendowmentfoundation.org.uk) 4. Social and emotional Learning EEF(educationendowmentfoundation.org.uk) 	1,3
CAMHS project on emotional regulation	<ol style="list-style-type: none"> 1. Social and emotional Learning EEF(educationendowmentfoundation.org.uk) 	3

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

Budgeted cost: £ 2000 (amount rounded)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop positive and supportive relationships for all children to thrive	<ol style="list-style-type: none"> 1. http://blog.searchinstitute.org/confronting-learning-loss-by-building-developmental-relationships 	3
Contribution towards the cost of Educational Visits	<ol style="list-style-type: none"> 1. Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk) 	3, 4
Contribution towards the cost of out of school learning resources	<ol style="list-style-type: none"> 1. Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk) 	1, 2, 3
Headteacher and School Administration Officer time to tackle attendance issues (NB paid for from whole school budget)	<ol style="list-style-type: none"> 1. Just one day off can hamper children's life chances - GOV.UK (www.gov.uk) 2. https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20%20 	4

Total budgeted cost: £33,492

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 2023 to 2024 academic year.

Pupils with identified emotional or mental health needs receive in school support to improve and enhance their wellbeing. Emotional regulation and nurture support was given to targeted pupils. We participated in the CAMHs Project which led to enhanced pastoral interventions supporting children's mental and emotional well-being. Giving pupils more chance to talk to adults and reduce anxiety. Children's self-confidence and social engagement improved to a great extent.

Assessment of pupil's oral language skills / vocabulary demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school.

Almost all pupils developed age related language skills and extended their core vocabulary. This impacted positively on both reading outcomes and written skills. 64% of pupils achieved the phonics screening benchmark in Y1, those pupils who did not had significant barriers (EHCPs)

All pupils are able to take part in events, activities and visits therefore supporting growth in social skills, confidence, and positive mental health.

We created a spreadsheet to track all children's sporting and physical education opportunities. All disadvantaged pupils participated in educational visits and had the opportunity to represent the school. 60% of disadvantaged pupils participated in clubs and sporting activities. 100% of Y2 pupils had a role or responsibility for example on School Council or in Eco club.

Externally provided programmes We did not purchase any non-DfE programmes

Further information (optional)

Peak Edge Trust commissioned Marc Rowland to carry out an external review of provision for disadvantaged learners. Outcomes from this below:-

“Headteacher shows a relentless drive to improve outcomes for pupils from disadvantaged backgrounds.

Leaders recognise that disadvantage goes beyond 'Pupil Premium' eligibility. It is understood that analysis should start with the needs of pupils and the key issues that are preventing pupils from attaining as well as they might.

Leaders are also mindful of not doing too many things at once, meaning they are not implemented well.”

Strengths across the trust were identified as:-

1. Genuine, lived collaboration that is responsive to need.
2. Inclusive culture. Values that are tangible and clear.
3. Expert staff.
4. Focus on language and literacy.
5. Focus on pupils experiencing success.

6. Commitment to families and community.
7. Genuine partnership working.
8. Knowledge and expertise of leaders and teachers – addressing disadvantage in the classroom and more.