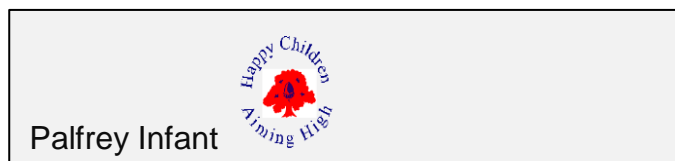


Pupil premium strategy statement – 2023-2026



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	360
Proportion (%) of pupil premium eligible pupils	28.7 (78 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023--2026
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Alison Walsh
Pupil premium lead	Alison Walsh
Governor / Trustee lead	Mariam Parekh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,627
Recovery premium funding allocation this academic year	£0.00
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>	£0.00
Total budget for this academic year	£118,627

Part A: Pupil premium strategy plan

Statement of intent

This funding is used to support children on the FSM register (and Forever 6 pupils) and is aimed at accelerating progress, moving towards at least age-related expectations, initially in communication and language, literacy and maths.

Palfrey Governing Body agrees that ALL pupil's should be targeted to ensure all pupils make good progress, therefore non pupil-premium pupils are targeted within intervention groups in addition to pupil premium pupils.

Our School Motto 'Happy Children, Aiming High' encapsulates our vision that all pupils should be given a safe and secure environment in which to achieve their very best potential from their individual starting points.

At Palfrey Infants we strive to ensure that teaching and learning opportunities meet the needs of all of our pupils; we know all of our children well. Where appropriate, additional provision is made for pupils who belong to vulnerable groups, including those who have a social worker and young carers. We ensure that the needs of our disadvantaged pupils are accurately assessed and addressed. In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. ***Our Governing Body allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*** We recognise the importance on addressing gaps at the earliest opportunity to avoid the widening over time.

Early Years Pupil Premium funding is very limited, so school budget share is used to provide early intervention, supporting children and families upon entry to school to provide a solid foundation on which to build.

This has meant making informed decisions about spending such as:

- Ensuring that spending is directly linked to differences in achievement
- Making use of our own data to set interventions
- Making sure there is at least good teaching daily
- Ensuring we deliver a robust systematic synthetic phonic programme effectively
- Supporting pupil's home learning
- Attendance support and challenge
- Supporting mental health and social skills

High quality teaching is at the heart of our strategy and our curriculum is carefully planned using an equitable approach to ensure success for all. Our Reception Teaching Assistants undertaking Language Based Interventions and our Year 1 & 2 Teaching Assistants providing support and targeted intervention during the school day. Our parents workshops enable them to better support their children at home e.g. Phonics, reading comprehension, maths. Our approach is responsive to the identified needs of individuals rather than assumptions about the impact of disadvantage. We recognise the importance of supporting the mental health and wellbeing needs of children alongside their academic priorities, building a bespoke provision centred on the needs of the child.

We believe by targeting wellbeing and learning behaviours at an early stage the pupils will develop the key skills to become effective learners throughout their lives.

Challenges

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

Challenge number	Detail of challenge
1	<p>Under identification – 81 children at Palfrey Infant School are currently in receipt of pupil premium funding. This does not fully represent the levels of disadvantage within our school community.</p> <p>A high proportion of families are within the highest bands of deprivation on the IDACI index . Almost all families in the 0-30 band IDACI)</p> <p>Funding is therefore used to support ALL children who are identified within school as disadvantaged. Many of our families are large and fall under the category of ‘working poor.’</p>
2	<p>Low levels of entry of PP particularly in communication and language, literacy, comprehension and number skills. This has been identified as a priority area within our school and is evidenced by the number of children joining nursery with little or no speech or language barriers. This has been further impacted by Covid in recent years.</p> <p>(Current N-Y2 pupils) Higher proportion of pupils not talking through speech.</p>
3	<p>School Readiness: Many pupils are ‘over supported’ at home , therefore many are not ‘school ready’ in EYFS , independence skills are lacking.</p> <p>Support is given for toilet training , fussy eating and independence skills.</p>
4	<p>Many of our transient families are New in Country or Early acquisition to English.</p> <p>Parents speaking additional language: having difficulty supporting at home impacts on the support given at home. (Currently 19 home languages)</p>
5	<p>High % of pupils with complex needs requiring 1-1 support (13 EHCPs). 3 of our EHCP pupils are identified as Pupil Premium. We also have complex needs pupils arriving without EHCP’S and requiring significant adult support from SBS.</p>
6	<p>Attendance and Punctuality –Our analysis of attendance data indicates that attendance among disadvantaged pupils has been lower than that for non-disadvantaged pupils. (illness)</p>
7	<p>Attendance – term time holidays. Visiting families overseas for extended leave impacts on attendance and learning. (Extended Leave)</p>
8	<p>Lack of resilience affecting self-confidence and co-operation when approaching independent work. Use of visuals and concrete resources to support.</p> <p>Learning Behaviours needed embedding, Strategies in Cognition and Metacognition</p>
9	<p>Attainment – Whilst attainment of pupil premium children is cohort specific and can vary from year to year it is generally the case that attainment on entry demonstrates a gap between disadvantaged and non-disadvantaged children which needs to be addressed over time.</p>
10	<p>Cultural Capital –many pupils have limited experiences and aspirations within some families means that children do not have the cultural references and context to make necessary connections within the national curriculum learning. E.g. knowledge of Traditional Tales, Nursery Rhymes. We develop a programme of experiences to widen Cultural Capita experiences.</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 outcomes	Success criteria
PP pupils achieve expected or better outcomes in KS1 assessment in Reading, Writing and Maths	<ul style="list-style-type: none"> • Pupils achieving expected outcomes 2024 • Those with SEND to achieve from their starting point.
PP pupils achieve the expected standard in phonic screening check Y1/ Y2 retakes	<ul style="list-style-type: none"> • Year 1 phonic screening check 2024 • Year 2 phonics screening re-takes 2024
Attendance of PP pupils improves Attendance of 96% for all families including disadvantaged families	<ul style="list-style-type: none"> • Improve attendance of disadvantaged pupils • Fewer extended holidays requested. • Proactive support is in place to support and challenge non-attendance before they reach EWO. Persistent absence is in line with non-disadvantaged.
Improved parental engagement	<ul style="list-style-type: none"> • Parents support at home with core learning reading comprehension, number facts. • Reading for pleasure • Pupils achieving successful outcomes in 2024
Language Development is rapid and key concerns addressed	<ul style="list-style-type: none"> • High staff ratio's allow for focused language development in Early Years. Allowing pupils to develop an understanding of English. Welcomm identifies pupils with Nursery with language needs, Colourful Semantics supports pupils within Reception. • WIDGIT to support visual language • SALT pupils identified and programmes in place. • NiC Pupils supported through Basic Language Programmes
Social and emotional needs	<ul style="list-style-type: none"> • Where required, pupils receive additional pastoral support so they self-regulate and become more independent in thought and action. Learning Behaviours embedded. • Referrals through School Health/ Drs
Parents understand the need for school readiness, engage in support programmes	<ul style="list-style-type: none"> • Fewer pupils in nappies, requiring support with independence skills other than teaching.
Pupils confidence and independence developed to become more resilient. (Staff CPD in cognitive load, long term memory and retrieval)	<ul style="list-style-type: none"> • Pupils using a range of tools and scaffold to develop strategies, mastery approach within the curriculum. • Pupils confident and competent in retrieving prior learning.

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.

A. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in CPD for staff, how to meet the needs of all children, specifically those who are disadvantaged through a mastery approach</p> <p>NCETM Maths Mastery</p>	<p>Develop and sustain high quality teaching based on research and a mastery learning approach.</p> <p>Early numeracy approaches benefit all pupils, their impact on children from disadvantaged background tends to be higher. There is some evidence that targeted early numeracy approaches can help children from disadvantaged backgrounds catch up with their peers by the beginning of formal schooling, though not all approaches appear to be equally effective.</p> <p>Mastery learning approaches are often associated with direct instruction but also collaborative learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2,5,9
<p>Number Sense Fluency Training across Rec-Y2</p> <p>3 staff to embed (NCETM)</p> <p>Teacher release time funded for CPD</p>	<p>Develop and sustain high quality teaching based on research and a mastery learning approach.</p> <p>Early numeracy approaches benefit all pupils, their impact on children from disadvantaged background tends to be higher. There is some evidence that targeted early numeracy approaches can help children from disadvantaged backgrounds catch up with their peers by the beginning of formal schooling, though not all approaches appear to be equally effective.</p> <p>Mastery learning approaches are often associated with direct instruction but also collaborative learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p>	2,5,9
<p>High Quality Phonics embedded (RWI)</p> <p>(School Based CM)</p> <p>CPD for all staff working in liaison with English Hubs to ensure fidelity and update skills (Focus 2024-2026)</p>	<p>Phonics underpins our Literacy curriculum, we ensure a consistent approach through shared CPD</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	2,4,8,9
<p>Invest in staff CPD</p> <p>Communication and Language Approaches</p>	<p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children’s language</p>	2,4,8,9

	<p>development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	
<p>Invest in staff CPD in reading for pleasure</p> <p>'World of Stories'</p> <p>Including supporting parental engagement</p>	<p>Positive engagement approaches impact 5+ months additional progress. School considers how to engage all parents to avoid widening gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2,3,4,5,8,9,10
<p>Parental Engagement</p> <p>Early Years settings professionals actively involving parents in supporting learning and development.</p> <p>Nursery and Reception Stay and Play</p>	<p>Positive engagement approaches impact 5+ months additional progress. School considers how to engage all parents to avoid widening gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement?utm_source=/education-evidence/early-years-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_searchh&search_term</p>	3,4,8,9,10
<p><i>High Quality coaching and mentoring / instructional coaching for SLT</i></p> <p><i>Supporting ECT development</i></p> <p><i>TT Education CPD for SLT</i></p>	<p>The best available evidence indicates that great teaching is the most important lever to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils , particularly the most disadvantaged</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	2,4,6,9,10
<p>Invest in CPD for all staff</p> <p>Reading Strategies</p> <p>Sticky Knowledge</p> <p>Quality First Teaching</p> <p>TT Education</p>	<p>Consistency of approach developing understanding of cognition and learning strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</p>	2,8,9
<p>'Artis' Language Development through the Arts</p>	<p>Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,2,3,4,5,8,10
<p>Metacognition and self regulation strategies</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	8,9
<p>Oral Language Interventions e.g. Wellcom, Basic Language,</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p>	2,3,4,9

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
CPD for all staff Ensure High Quality Teaching and embed targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Usings scaffolding and explicit instruction. Use of visuals to support understanding. Targeted interventions using NIAT SEND Advisory Team. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,9, 10

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

Budgeted cost: £ 69,438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Programmes , Reception pupils	Focus on our new acquisition of English pupils, improving grammar. (Not Basic English) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3,4
Increase Teaching Support for intervention activities of key basic skills	EEF: Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions TA support for class work and target year group interventions.	2,3,4,8,10
Provide CPD on inclusion and the role of supporting adults (NIAT)	CPD for all pupils, to enable staff to understand the learning needs of all. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf	3,5
Interventions in basic skills, phonics, CEW , reading , mental maths . Pre teaching and targeted misconceptions.	As an Infant School with a high proportion of pupils in Early Language Acquisition a focus on basic skills is paramount to our teaching. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,8,9
Mastery approach. Focus on Visualisation models	Staff CPD around mastery of Maths has been embedded, further support using White Rose visualisation. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	2,3,8,9

Reckonrecks – Maths Fluency Programme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	
Parent Workshops programme to support parents in supporting their child	Evidence showed parents who had not attended school in UK were finding strategies hard , we support this through a range of workshops. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3,4,5,6,9, 10
One to One and Small group tutoring NTP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2,4,8,9
Purchase of new Reading comprehension material for whole class reading sessions	Reading comprehension strategies are high impact on average (6+ months) Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies to support language development	1,8,9

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

Budgeted cost: £47,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support pupil attendance & well being – Salary part funded	Systems for early identification and challenge of non-attendance. Engagement with EWO . Holiday request meetings.	3,6,7,8,10
Learning Mentor to develop well-being, learning behaviours , ELSA (Badgers) . Salary is part funded.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Well-being and learning behaviours. Social Emotional learning approaches, Friends ‘Badgers Groups’ ELSA focused intervention	8,9,10
Lunch-time play to support health and well-being	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Focus on lunchtime supervisors CPD on healthy active play sessions.	6,8,10
Parent Engagement Opportunities and support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,8,10

Parent Meetings phonics, reading, maths. School Readiness	Evidence showed parents who had not attended school in UK were finding strategies hard, we support this through a range of workshops.	
Curriculum enhancement opportunities to develop Cultural Capital throughout the year. e.g. Living Eggs, Y2 Panto , Forest School , Animal Man , Palfrey Park & educational visits Black Country Museum Ash End House Farm	https://www.gov.uk/government/publications/education-inspection-framework We believe our programme of enhancement allows our pupils build their understanding of the world around them. It supports language development and the understanding of our curriculum.	8,9,10
Breakfast Toast) initiative provide free toast to all pupils arriving before 8.55am	https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760 https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools	6, 9

Total budgeted cost: £ £118,627

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Summary showed EYFS, Phonics and Year 2 outcomes for the school was broadly in line with National 2023.

Analysis (cautionary) of Year 2 PP pupil's attainment in Palfrey against similar pupils nationally indicated Pupil Premium at Palfrey Infants pupils attained higher than those nationally. Our aspiration is still to attain as well as NOT PP nationally.

We had a wider gap between out PP and not PP 2022/ 2023 , however a proportion of out PP pupils were also complex needs

Pupil Premium against similar nationally was higher in Palfrey for Year 1 phonics.

Our EYFS Pupil Premium achieved in line with similar nationally.

(Palfrey Infant Gap is significantly less than national gap in Y2)

Given that these pupils were impacted greatly by Covid lockdowns their progress was significant to achieve the outcomes.

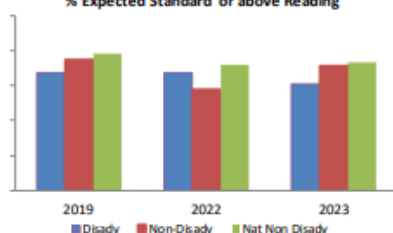
Disadvantaged.

There is an increasing focus from Ofsted to examine the performance of school's Disadvantaged pupils and how this compares to the performance of Non-Disadvantaged pupils, nationally. The tables below highlight this % gap to national.

Reading

		EXS+		
Disadv	Context	2019	2022	2023
Yes	No. Pupils	24	30	28
	School	67	67	61
	LA	65	52	56
	National	62	51	54
No	No. Pupils	68	59	65
	School	75	58	71
	LA	78	72	72
	National	78	72	73
Sch Disadv/Nat Non Disadv Gap%		-11	-5	-12

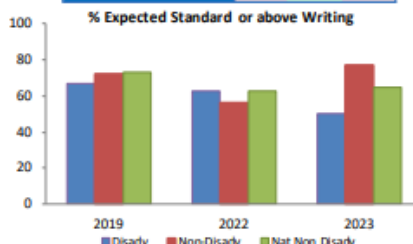
% Expected Standard or above Reading



Writing

		EXS+		
Disadv	Context	2019	2022	2023
Yes	No. Pupils	24	30	28
	School	67	63	50
	LA	58	40	48
	National	55	41	44
No	No. Pupils	68	59	65
	School	72	56	77
	LA	72	61	61
	National	73	63	65
Sch Disadv/Nat Non Disadv Gap%		-6	0	-15

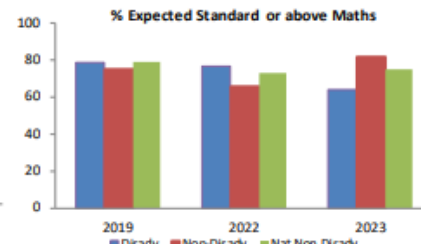
% Expected Standard or above Writing



Maths

		EXS+		
Disadv	Context	2019	2022	2023
Yes	No. Pupils	24	30	28
	School	79	77	64
	LA	67	51	60
	National	62	52	56
No	No. Pupils	68	59	65
	School	75	66	82
	LA	80	72	75
	National	79	73	75
Sch Disadv/Nat Non Disadv Gap%		0	4	-11

% Expected Standard or above Maths



RECEPTION Good Level of Development

Good Level Development GLD	2022 New Framework	2023 New Framework
School	61% (B48%/G68%)	67% (B56/G76%)
National	Wal 58.5/ Nat 65.2	Wal 63%/ Nat 67%
School point	29.5	School 29.8
National points	Wal 29.9/ Nat 31.1	Wal 30.3/ Nat nk
Disadvantaged School PP	46%PP/67% Not	52%PP/ 72% not
Disadvantaged National		52% NEXUS

Pupils made good progress from our low baseline, pupils attaining broadly in line with National.

PHONICS DATA (2023 cohort , good progress since Reception 2022 outcomes)

Year 1 Phonics	2022	2023
School (92)	71% (G68%/ B74%)	82% (G86%/G75%) aps 34
National	Wal 73 Nat 75%	Wal 75%/ Nat 79% aps 33
School Disadvantaged (25)	52% PP	80% PP Disadv
National Disadvantaged		67% NEXUS
Other Not Disadvantaged	Palfrey 78%/	Palfrey 82%
SEND (7 SEN/ 3 EHCP_	Palfrey 25%	Palfrey 43%3/7 pupils SBS/ 67% EHCP 2/3 pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Purple Mash	2Simple
Google Classroom	Google for Education/ Wonde
Insight Tracking	Insightracking.com/ Equin Ltd
Primary Stars	Primary Stars Education
Twinkl	Twinkl
IMoves	I Moves
White Rose Maths	White Rose Maths
Evidence Me EYFS	2 Simple
Kapow Primary	Kapow primary
Charanga Music	Charanga
Widgit	Widgit Online