

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Green Lane Infant School
Number of pupils in school	290
Proportion (%) of pupil premium eligible pupils	8.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	Termly, full review Sept 24
Statement authorised by	Jason Williamson
Pupil premium lead	Rebecca Conway
Governor / Trustee lead	Keerti Chauhan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,010
Recovery premium funding allocation this academic year	£797.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 32,010

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

At Green Lane Infant School our mission is to improve the life chances for all of our children and to ensure they make progress and achieve outcomes appropriate for their age. We are a 3 form infant school with 290 children currently on roll. Our school is in a ward that has an Index of deprivation decile 2 meaning we are located within the lowest 10-20% levels of deprivation nationally. Our school serves a high EAL community with 21 languages spoken within the school and 89% of children in our 2021-2022 cohort identified as having English as an Additional Language (88% in 2022-2023) (91% in 2023-2024). Many of our families are experiencing increasing socio-economic challenges including overcrowded housing.

Our objectives are to:

Improve the life chances of every child through the pursuit of knowledge

Ensure a high-quality provision that enables children to flourish.

Close gaps in learning through targeted work to accelerate progress.

Implement and evaluate whole school approaches to ensure that all children, regardless of starting points, are championed to achieve their potential.

Ensure our disadvantaged pupils receive an education which is academically aspirational but also suits their individual needs.

Our pupil premium plan:

- Offer a curriculum rich in language development, where oracy is the golden thread permeating through our curriculum to allow children to express and articulate their ideas and opinions.*
- Provide personalised interventions to accelerate the learning of disadvantaged children to close learning gaps.*
- Develop, implement and embed an ambitious, coherent and well-sequenced curriculum which takes into account children's cultural capital and progressively builds upon knowledge from early years through to year two.*
- Ensure all children have access to enrichment opportunities to provide additional opportunities and breadth of learning outside of the classroom.*
- Develop strategies to support families to ensure that attendance at school is high priority and that missed learning opportunities are limited.*

Our data shows that our outcomes for pupil premium children, in terms of progress and attainment, fluctuates according to different cohorts and individual children's needs. In the 2021/2022 academic year our year two pupil premium reading and maths is a priority as well as the attainment of our early years pupil premium children in all areas, this is predominately due to language acquisition. In year one, pupil premium children are outperforming their peers.

In 2022/2023 our priority lies with the phonic re-takes in year two and maths attainment in year two. Three pupil premium children in early years are all working below their peers and therefore are a target group. In Year one the focus for closing the gap for our Pupil Premium children is within their writing.

In 2023/2024 our main priorities include mathematical attainment across the school with a particular focus on increasing fluency and providing children with the knowledge, skills and language to reason and to apply learning to more challenging problems. Y2 we are focusing on securing a pass in phonics for children whilst supporting other individuals to achieve GDS in reading. Y1 the main focus is securing a pass in the phonic tests through effective teaching and intervention of ALS phonics.

Some children have multiple needs such as SEND and EAL as well as being classed as pupil premium.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline data on entry Children who attend our reception class usually begin with us with a low baseline assessment. The 2020-2021 cohort achieved 17% expected at baseline and none of these children were classed as PP. Our 2022-2023 co-hort have 8% of children on track to meet GLD at baseline. Baseline entry of 2023-2024 has shown 9.5% of children are on track for GLD. All PP children were below expected level on entry to reception. In 23/24 84% of EYFS Pupil Premium children are not on track to gain GLD.
2	EAL children with under developed English language skills At Green Lane Infant School, we have many children who speak English as an additional language and some who are New to English. In terms of Pupil Premium children 88% have English as an Additional Language..
3	Low attendance and persistent absence

	<p>Attendance for children classed as Pupil Premium in the year 2020-2021 was 88.6% which is below national expectations of 96% or above and below our non-disadvantaged children (95.4%). In terms of persistent absence (90% or below) 32% of our pupil premium children are persistent absentees.</p> <p>In 2022-23 pupil premium attendance continues to be a target.</p> <p>End of year data 22/23 shown PP attendance at 93% with non-PP at 92.7%. We will continue to follow our procedures and incentives to target attendance as current Y1 children have historically low attendance as a year group.</p>
4	<p>Reduced exposure to enrichment opportunities outside of school</p> <p>Parents have limited funds to engage children in opportunities outside of school. Many parents do not have access to a car so cannot look outside of the immediate area to take their children to clubs/activities.</p>
5	<p>Supporting families with home learning</p> <p>Engagement during lockdown was a challenge for the school and we still have families who are struggling with either having no device, or devices that are shared across multiple siblings. Our parents are extremely willing and want to be able to support their children, therefore we are looking at ways of facilitating this through additional training opportunities and connection with the school.</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
To improve oral language skills	<p>Pupils are more confident in their oral language and members of staff are trained in other methods of communication for pupils with additional needs.</p> <p>Nursery and Reception children make accelerated progress in speaking and listening and attention.</p>
To improve attendance	<p>Systems identify children who are falling below 95% attendance. The attendance of pupil premium children is in line with their peers with a target of meeting National attendance at 96%.</p>
To support parents with home learning	<p>Parents are more able to support their children at home and school helps them to do this effectively. Online learning platforms and apps are in place to support the parent/school partnership and disadvantaged children have access to digital devices and wifi.</p>
To improve attainment in reading, writing and maths.	<p>Pupil progress is used to identify targeted groups for additional intervention.</p>

	Attainment gaps are closed between pupil premium and non-pupil premium children.
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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: £9100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with Maths Hub to take part in 'Mastering Number Fluency programme' across EY's and Key Stage 1</p> <p>-maths lead released from class to undertake effective monitoring and evaluation</p> <p>- CPD opportunities for staff</p> <p>- 23/24 White Rose Scheme Purchased and implemented</p>	<p>See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Data Analysis shows progress in maths for pupils in receipt of pupil premium is widening in comparison to their peers.</p>	1
Oracy Project- voice 21	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1,2

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

Budgeted cost: £17410

Activity	Evidence that supports this approach	Challenge number(s) addressed
To establish small group speaking, phonic and reading intervention for disadvantaged pupils falling behind age related expectations	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</p> <p>Small group tuition has an average impact of four months additional progress over the course of a year.</p> <p>The following interventions are to be implemented: Phonic intervention following ALS phonics scheme Time for talk Fun time Colourful Semantics Additional Guided reading opportunities 23/24 Early Words Inclusion lead attending Elklan training</p>	1,2
Additional Reception teacher	<p>This strategy relates back to the EEF research. Great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF) And focusses on utilising and further developing the expertise of the teaching and learning staff working with our pupils everyday.</p> <p>This has been removed in 2022/2023 as there was no visible impact on improving outcomes for children in reception, especially with a reduction in reception numbers due to low birth rate ensuring smaller class sizes anyway.</p>	1,2

Tutoring Grant	<p>Targeted after school intervention to close learning gaps.</p> <p>2022-2023- focus on phonics, reading and transcription within writing.</p> <p>23-24 we are not using tutoring funding to target individuals. We will continue to target through intervention following assessment cycles- within the school day.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement to support home learning	<p>Parental Engagement has a positive impact on average of 4 months additional progress. We have invested in the app seesaw to enable home learning to be shared with families and this also allows workshops, training videos and links to be shared with families. We are also investing in weduc so that news and updates about children's learning involves all parents.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	5
Enrichment offer -increased focus on the arts/music/sport	<p>We are looking to increase the enrichment available to our children after school as there is extensive evidence associating childhood social and emotional skills with improved outcomes both in school and in later life.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
Improving attendance	<p>Our attendance has dipped following covid and our disadvantaged attendance is below that of their peers. A dedicated attendance officer and attendance incentives are a key part of our strategy to improve attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	3

Total budgeted cost: £32,010

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 2021 to 2022 academic year.

Children attended an e-safety and additional drama workshop this academic year.
Reception children also accessed balancability to learn to ride balance bikes.

Analysis of 2021-2022 data shown:

- Pupil premium children were in line with their peers for GLD attainment (2 children)
- In year One pupil premium children (9 children) exceeded the attainment of their peers and this was most noticeable within writing where there was a difference of 11.2%. Pupil Premium children also exceeded their peers in attainment at greater depth in reading, writing and maths.
- Progress of pupil premium children was accelerated within year two.
- In year one and year two phonics pupil premium children were broadly in line with their peers.
- End of KS1 data shown that pupil premium children underperformed compared to their peers (9 children) in reading, writing and maths greater depth. With each child being worth 11%, the impact of attendance on one of our children impacted greatly on attainment and this therefore accounts for this gap. Otherwise attainment would be in line with their peers.
- In maths ARE our pupil premium children outperformed their peers by 21%.

The attendance gap between pupil premium children and their peers has closed. At the close of the academic year pupil premium attendance was 91.2% vs 92.6% for non-pupil premium. 3 of our pupil premium took extended holidays amounting to a total of 17 weeks of lost learning which impacted upon this data.

Analysis of 2022-23 data shown:

- Pupil premium children in Reception GLD outperformed non-pupil premium children (62.5% vs 51.4%)
- In Year One, our 8 Pupil Premium Children outperformed non-pupil premium in Reading, Writing and Maths in both age-related expectations and in greater depth. The gap is substantial in Reading (+15.9%) and Writing (+14%).
- Pupil premium children outperformed non-pupil premium in the Year One Phonics check- Pupil premium 87.5%, Non-Pupil Premium 71.2%.
- In the year two phonics, Pupil Premium children are in line with their peers (17 Children)

- In End of Year Two outcomes, pupil premium children under performed compared to their peers in reading (58.8% vs 69.9%) and writing (58.8% vs 63%) however Pupil Premium children outperformed non-pupil premium in maths (70.6% vs 65.8%)
- Pupil Premium attendance is slightly above those children who are non-pupil premium children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.