

## Pupil premium strategy statement – Upton 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                                                                                                                                              | 245                                |
| Proportion (%) of pupil premium eligible pupils                                                                                                                         | 23%                                |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023/2024                          |
| Date this statement was published                                                                                                                                       | Autumn 2023                        |
| Date on which it will be reviewed                                                                                                                                       | Autumn 2024                        |
| Statement authorised by                                                                                                                                                 | Duncan Churchill                   |
| Pupil premium lead                                                                                                                                                      | Emma Booth                         |
| Governor / Trustee lead                                                                                                                                                 | Chair of Governors - Rhian Wootten |

### Funding overview

| Detail                                                                                                                                                                      | Amount  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                         | £75,022 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>       | £6,525  |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                   | £0      |
| Total budget for this academic year<br><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> | £81,547 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Upton Infant School, we believe that all children, irrespective of their background or the challenges that they face, can make good progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged children to achieve their goals, including good progress for those who are already high attainers.

We want all of our children at Upton Infant School to be happy, successful and independent learners who love learning. Evidence suggests that the higher a child's attendance is, the more likely they are to learn. Therefore, we would like to increase our attendance to above national averages.

We will take into careful consideration the challenges that are faced by our vulnerable pupils and ensure that we think about each child as an individual to be able to meet their needs. It is our priority that the child is at the heart of all decision making and their individual personality, successes and barriers are considered. Our Relationship Policy states this in detail.

High-quality teaching is at the heart of our approach to improve the children's outcomes. We will ensure that all children, including those of disadvantage, will receive quality-first teaching and learning throughout their time at our school. We will ensure that staff are equipped to respond to the needs of individual children so that both good and accelerated progress can be made across the curriculum.

In order for all children to achieve in Upton Infant School, we will ensure that:

- All staff have high expectations of their children, including those of in receipt of Pupil Premium and that the children have sufficient challenge in order to thrive.
- Pupil Progress meetings take place each term to discuss the child as a whole, and identify areas of need and next steps.
- Children are in receipt of quality-first teaching daily and targeted interventions are used to ensure that children are progressing well. This teaching is adaptive and adjusted to meet the needs of the cohort and individuals.
- Teachers to take responsibility for the attendance of their children and to act early by intervening with parents.
- Staff will receive high-quality training to ensure that they are suitably prepared and can draw upon this training when working alongside the children.
- All interactions with children are based on relational practice so that children feel respected and valued.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                     |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Reception baseline data from Autumn 2023 indicates that a quarter of PP pupils have entered school without meeting the checkpoints (3 and 4yr old) outlined in Development Matters.                                                                                                     |
| 2                | Autumn 2023 attendance data indicates that PP children at Upton Infant are below National attendance markers (Upton PP Attendance - 90.9% compared to National Autumn – 94.9%). Data also indicates that KS1 pupils have PA (Persistent Absence) levels that are above national levels. |
| 3                | End of 2023 data indicates that PP children outcomes for both Year 1 and Year 2 PSC (Phonics Screening Check) are lower than national markers.                                                                                                                                          |
| 4                | Teacher observation and conversations with pupils show that Pupil Premium children do not always display a love of reading.                                                                                                                                                             |
| 5                | A minority of our Pupil Premium children can display a lack of self-regulation resulting in the children not always being 'ready to learn'.                                                                                                                                             |

## 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                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. All disadvantaged pupils will make accelerated progress                 | <ul style="list-style-type: none"><li>- Areas of Learning are in line with National EYFS data</li><li>- Overall GLD to improve for PP children.</li><li>- PP children in KS1 will have made accelerated progress than the previous year in Reading, Writing and Maths</li></ul> |
| 2. Reduce the amount of PA (persistent absence) in Pupil Premium children  | <ul style="list-style-type: none"><li>- PP attendance to be in line with National Primary attendance figures.</li><li>- PP PA figures to be in line with National PA.</li></ul>                                                                                                 |
| 3. To improve phonics outcomes for all pupils in receipt of Pupil Premium. | <ul style="list-style-type: none"><li>- Year 2 re-takes are in line with National</li><li>- Year 1 PSE to be in line with National average.</li><li>- ELG for word-reading is in line with National</li></ul>                                                                   |
| 4. To instil a love of reading in Pupil Premium children.                  | <ul style="list-style-type: none"><li>- Improved home-reading scores</li><li>- Pupil voice will show an increased love of reading</li></ul>                                                                                                                                     |

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| 5. Pupil Premium children are able to self-regulate and develop learning behaviours for learning. | <ul style="list-style-type: none"> <li>- Improvement across Reading, Writing and Maths shown in data.</li> <li>- Reduction in exclusions</li> <li>- Reduction in internal isolations</li> </ul> |
|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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: £ 26,500

| Activity                                                                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                       | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of SSP programme (RWinc)<br>CPD for all staff and training<br>Implementation of the programme across the school.<br>Early Reading lead to monitor progress                                                  | EEF – Teaching and Learning toolkit shows that Phonics has a positive impact (+5 months). There is extensive evidence that it is an important component in the development of Early Reading skills, particularly for those from a disadvantaged background.                                                                | 1, 3, 4                       |
| Professional Development;<br>Staff training from Greg Bottrill – developing a love of learning in childhood                                                                                                          | 'Drawing Club' has been created by Early Years practitioner and author, Greg Bottrill. It is successfully used in Early Years settings both in the UK and internationally and there is currently a trial taking place to gather evidence to show the impact of the programme.                                              | 2, 4                          |
| Professional Development;<br>Staff meeting time to develop Rosenshine approach for Quality First teaching. This is to ensure that teaching is effective and meeting the needs of all children, with a focus on those | Rosenshine's Principles of Instruction details effective classroom instruction which enables Quality First teaching.<br><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</a> | 1, 2, 3, 4, 5                 |

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| that are in receipt of Pupil Premium.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| Regular SLT Monitoring of the impact of CPD on PP pupils progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |         |
| <p>Promoting a love of reading across the school;</p> <ul style="list-style-type: none"> <li>- Increase reading practise by using Reading Buddies</li> <li>- Increasing RWI to 5 days a week across KS1 to help with reading fluency and improving data</li> <li>- Reading Challenges over the half term holidays</li> <li>- Visitors coming for story times and sharing their love of reading</li> <li>- Daily story time planned in with high-quality texts identified and teachers modelling a love of reading.</li> <li>- Literacy plans built around high-quality texts to inspire reading</li> <li>- Book at Bedtime (HT to meet with parents whilst children enjoy bedtime stories).</li> </ul> | <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Young people who receive free school meals (FSM) are less likely to read fiction outside of the classroom (Clark 2011).</p> <p>DFE strategies to inspire a love for reading:<br/> <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/reading_for_pleasure.pdf">reading_for_pleasure.pdf (publishing.service.gov.uk)</a></p> | 2, 3, 4 |

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

Budgeted cost: £ 39,500

| Activity                                                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Precision Teaching intervention                                     | Precision Teaching is a teaching programme to meet the needs of individual child or young person who is experiencing difficulties with acquiring or maintaining some skills. We use an 'Out of this World' scheme where the children are aware of their targets and see daily progress through their own record sheets.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a> | 2, 3                          |
| Mastery at Number – Daily maths session using resources             | Mastery at Number is a teaching programme to improve the maths fluency in number to accelerate progress. Evidence suggests that this programme has a positive impacting, therefore adding 5+ months progress.                                                                                                                                                                                                                                                                                                                                                                    | 1, 2                          |
| RWI Catch up – TA intervention                                      | 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 of up to 12 weeks.<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                                                                                   | 2, 3                          |
| Additional adults employed – behaviour support (Honeybees, Year 2). | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>                                                                                                                                                                                                                                                                                                                | All                           |

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

Budgeted cost: £15,500

| Activity                                    | Evidence that supports this approach                                            | Challenge number(s) addressed |
|---------------------------------------------|---------------------------------------------------------------------------------|-------------------------------|
| Attendance;<br>- HT meeting with attendance | The higher a pupil's attendance, the more likely they are to learn. (DFE, 2023) | 2                             |

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| <p>officers to target PA.</p> <ul style="list-style-type: none"> <li>- HT attended Hamwic training for good practise on improving attendance</li> <li>- Teachers monitoring and identifying 'at risk' children.</li> <li>- Teachers calling home on 3<sup>rd</sup> day of absence (1<sup>st</sup> day in Autumn term 1).</li> <li>- Regular literature sent home to parents regarding impact of poor attendance.</li> </ul> | <p><a href="#">Why is school attendance so important and what are the risks of missing a day? - The Education Hub (blog.gov.uk)</a></p> <p>The DFE highlights the importance of high attendance and outlines an action plan for leaders for PA</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |
| <p>Behaviour and well-being;</p> <p>Trauma Informed approach across the school</p> <p>Relationship policy reflects the need for Emotionally Available adults promoting best practise.</p>                                                                                                                                                                                                                                   | <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p><b>Evidence base for the adverse impact of unprocessed trauma on brain, mind, body and relationship with self and others</b></p> <p><small>This is only a selection of a myriad research reports showing the adverse impact of child trauma when there is no emotionally available adult as a protective factor. Childhood victimisation accounts for an estimated 45% of the population attributable risk for childhood onset depression, anxiety, suicide attempts, psychosis, substance use disorders, self-regulatory disorders, and personality disorders (Rogel et al 2020)</small></p>                                                                                       | 5    |
| <p>Subsidising After-school clubs and Breakfast club for PP children.</p>                                                                                                                                                                                                                                                                                                                                                   | <p>To increase opportunities for children in receipt of Pupil Premium.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All  |
| <p>Early Help &amp; Incredible Years facilitator – to increase parenting capacity and emotional wellbeing in families.</p>                                                                                                                                                                                                                                                                                                  | <p>The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviours</p> <p><a href="https://incredibleyears.com/article/the-national-registry-of-evidence-based-programs-and-practices-nrepp-intervention-summary-incredible-years-program/">https://incredibleyears.com/article/the-national-registry-of-evidence-based-programs-and-practices-nrepp-intervention-summary-incredible-years-program/</a></p> <p><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> | 2,5  |
| <p><i>ELSA – Happiness Club</i></p>                                                                                                                                                                                                                                                                                                                                                                                         | <p>An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1, 5 |

|                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Supporting the mental health and emotional wellbeing of children (ACEs, bereavement etc).                                                       | things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> |         |
| Summer Transition Project (Pre-school to Reception and Year 2 to Juniors);<br>To improve school readiness and PSED before transitional changes. | A child centred approach to improve school readiness with enhanced adult/child ratios<br><a href="https://www.early-education.org.uk/transitions">https://www.early-education.org.uk/transitions</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a>                             | 1, 2, 5 |

**Total budgeted cost: £81, 500 - £47.00 to be carried forward for 2024/25**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Reception Data**

UIS PP GLD – 47.6%      National PP – 51.6%

UIS GLD - 58.5%      National GLD – 67.2%

Outcomes for PP and Non-PP pupils were below National markers, as a result of this, the school is moving to a more targeted 1- year PP Strategy.

#### **Y1 PSC Data**

UIS Y1 PP PSC – 53%      National PP PSC - 62%

UIS Y1 All PSC – 72%      National All PSC – 79%

#### **Y2 PSC – Re-take**

UIS All – 94.9%      National All – 89%

#### **End of KS1 Data**

UIS PP Reading – 42% ARE 12% GD      National PP Reading – 54%

UIS All Reading – 50% ARE 18%GD      National All Reading – 68%

UIS PP Writing – 54% ARE 0%GD      National PP Writing – 44%

UIS All Writing – 58% ARE 1%GD      National All Writing – 60%

UIS PP Maths – 50% ARE 4%GD      National PP Maths – 56%

UIS All Maths – 57% ARE 13%GD      National All Maths – 70%

#### **Attendance Data 22/23**

UIS Attendance PP – 89.9%      National PP – 88.6% (includes Prim & Sec)

UIS Attendance All – 92.5%      National All – 94%

UIS PA All – 18%      National PP – 17.2%

UIS PA PP – 38.6%

As a result of analysis from the end of 2022/23 data, Upton Infant School will change from a 3 year pupil premium strategy to a 1 year plan for the year 2023/24. The previous challenges from the 2022/23 strategy have been revised as a result of this data analysis, with new foci of attendance and quality-first teaching being at the forefront for this current academic year. We recognise that our current attendance data is below that of National average, especially in children in receipt of pupil premium. Furthermore, our latest Ofsted report (Jan, 2022) outlined that some teachers are not adapting work to meet the needs of all children, including those with SEND. As some of our SEN children are also in receipt of pupil premium, we recognise that this is an area for improvement at our school to ensure that all pupils make good progress. Finally, there is a new pupil premium lead from Autumn '23 at Upton Infant school.

## 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        |
|--------------------------|-----------------|
| Therapy                  | Apsire          |
| Edge of Care - Theraplay | BCP             |
| Lexia Core reading       | BCP             |
| Healing Hands            | Dorset Locality |

## Service pupil premium funding (optional)

|                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b> |
| 1:1 deployment support for a child in Year 2 – pastoral support for transition.                                                                                               |
| <b>The impact of that spending on service pupil premium eligible pupils</b>                                                                                                   |
| Successful transition from Year 1 to Year 2                                                                                                                                   |