

Pupil premium strategy statement



The Federation of
Stoke Hill Schools

Stoke Hill Infant and Nursery School 2024/25 update

This statement details our school's use of pupil premium for the 2024 to 2025 academic year. This funding is used 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	Stoke Hill Infant School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	(41 / 260) 15.76%
Academic years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25/26
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Yvonne Hammerton-Jackson
Pupil premium lead	Claire McKimm
Governor / Trustee lead	Simon Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,280 £1360 (Service) £7710 (PLAC)
Recovery premium funding allocation this academic year	£1414
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	£ 63,764

Part A: Pupil premium strategy plan

Statement of intent

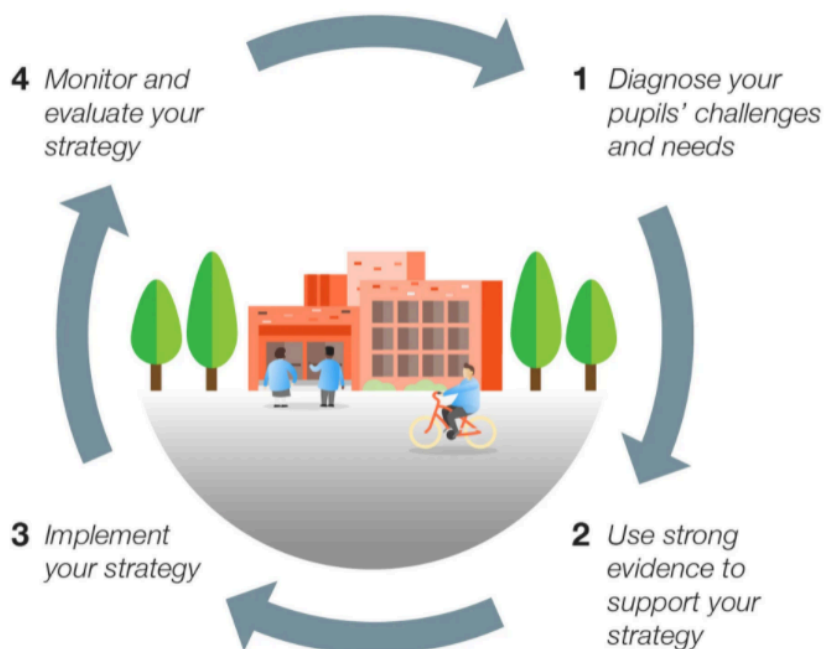
At Stoke Hill our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also 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 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 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.

Our pupil premium strategy is cyclical and fully integrated within our wider Federation Improvement Plan.



We use the EEF model to help us plan strategically across the Infant and Junior school to ensure Stoke Hill families benefit from a consistent and impactful approach to Pupil Premium spending.

Challenges

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

Challenge number	Detail of challenge
1	Speech, Language and communication skills
2	Persistent absence and lateness
3	Wellbeing
4	Family support

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 Ordinarily Available Inclusive Provision (OAIP) underpins SEND / PP approach in all classrooms. Where necessary children are identified early and supported quickly with focused speech and phonics interventions. A Sp&L specialist is employed by the Federation to support PP identified children. The SP&L therapist also delivers training to teachers and TAs to upskill teaching staff.	PP children with Sp&L needs are identified quickly and monitored closely to ensure gaps do not open and children progress well from their individual starting points.
2 PP children attend school regularly, feel part of the class community, do not miss out on learning and wider school experiences. Their attendance is closely monitored and families are supported quickly to address ongoing concerns.	PP children attend school in line with or more than non pp children. PP children enjoy attending school and families understand the importance of, and are invested in, regular school attendance.
3 Improvement in emotional wellbeing and behaviour of all PP children. PP children's social and emotional skills improve in order to retain friendships and increase cooperation. Children develop resilience to cope with life post Covid and possible further disruption	PP children use well-being strategies to enable them to make accelerated academic progress and are ready to learn with the aim that PP children are working at ARE or above at the end of the school year. Children use Zones of Regulation to self and co-regulate to improve behaviours for learning.
4 Families in need of additional support are able to access this through the school's Family Support Worker to ensure children make expected or better progress based on their individual starting point.	Families feel supported by appropriate agencies. Improved engagement with school e.g. attends parents' evenings and school events etc. Families feel confident supporting their children and work with the school to ensure the best outcomes for the children.

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: £ 21,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>This has included the purchase of an internal Data tracker (Insight) which allows all teaching staff to identify gaps in learning for vulnerable groups, specially PPG children.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>PIRA/ Insight resources to be reviewed, purchased and embedded.</p>	<p>1, 2, 3, 4</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Little Wandle package and ongoing resources including reading books that go home. PPG children are not asked to reimburse school for lost resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Jigsaw curriculum established and now being developed. Zones of Regulation are established throughout the Federation with SHINs creating</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3,4</p>

a pathway from 'colour monsters to Zones', in EYFS to KS1.		
OAIP teaching approach raises the standard of our universal offer. Training and monitoring costs are also considered.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,3

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

Budgeted cost: £ 14,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with the new phonics system Little Wandle and includes release time for TA training.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Additional adults deployed across the school to focus on gaps in learning for all children. Leaders focus on PP children when putting together interventions. Training and monitoring costs are also considered.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,3
Small group support through SILSA. Training of TA and new resources paid for directly from PPG. Small groups identified to include PPG children.	The SILSA Programme is an innovative approach to help meet the needs of pupils with Speech, Language and Communication difficulties. It provides evidence-based training and support https://www.silsatraining.org.uk/	1,3,4

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

Budgeted cost: £ 17,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on relational behaviour strategies, equality training, EDI awareness and Zones of Regulation to support focus groups of lowest 20% learners and PPG children that appear in both filters.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This involves time for the newly established 'attendance team' to work alongside admin staff and the LA Attendance Improvement Officer to ensure the Federation has a consistent approach to attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2,3,4
Wraparound care - breakfast provision is offered to PP families to support childcare/working parents.	PP families are better supported throughout the school day. Breakfast club provision ensures identified children are well prepared for the school day.	2,3,4
Federation Family Support worker employed across both Infant and Junior schools to consistently support vulnerable families. The Federation has seen increased need and as a result has increased Family Support worker hours.	Providing early support for families across the Federation has proven to break down barriers and improve outcomes for children and families.	2,3,4
Subsidised trips, uniform and priority access given to teacher led clubs to ensure PP children are always at the forefront of our minds.	Equality and access to school experiences is essential to the wellbeing and development of all children.	2,3,4

Total budgeted cost: £ 54,435

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.

What we said we would do (priorities)	What we have done (implementation)	What difference has it made (impact)
EYFS/KS1 Quality First Teaching	Refresh through literature and team discussion the principles of QFT. QFT checklist shared with staff in April and PDM time each term to discuss class profiles and appropriate strategies	Classroom offer addresses barriers to learning and helps all pupils make progress against their starting points.
KS1 Ensure maximum time for basic skills	Established a full and balanced KS1 timetable. KS planning time used to plan for all children and make adaptations where necessary for vulnerable groups (PPG children)	Core subjects were prioritised in timetabling whilst allowing balance to promote wellbeing and help address gaps created by Covid. Core skills embedded in other subjects.
EYFS/KS1 Phonics	Little Wandle in place and daily and routine practice in short bursts makes phonics learning accessible for all learners.	Whole class teaching and targeted intervention helped most pupils achieve expected outcomes. Phonics check scores 84% and 76%, showing an upward trend for the school
EYFS/KS1 Developing Vocabulary Project (DVP)	Refresh through CPD the key principles of the DVP. Undertake monitoring of PPG children and the environment. Re-engage with the LA advisor support for the DVP. Focus on English and maths, then Science.	Enabled focus on language and teachers report PP children using more tier 2 vocabulary.
Work effectively with parents/carers to support the children's learning. Support children who may have struggled with Adverse Childhood Experiences (ACEs),	Our Education Support Worker continues to support the families through Early Help strategies. Her workload increased last year from 11 Early Help cases to 20. One child that was permanently excluded at the age of four from	Family report feeling supported by the school. Our Family Support Worker continues to impact on attendance rates, school engagement, wellbeing and

including Covid, to re-engage with school and learning.	another school is now working through a bespoke package of support and attending regularly.	mental health of families and pupils.
KS1 Maths	Jurassic Maths project started June 23. This is to support the development of mastery skills across KS1 phase.	Development of Mastery approach across the Federation, supporting vulnerable learning on a clear curriculum pathway for the entire primary phase.
EYFS and KS1 Targeted in class support	<p>Teacher focuses their attention on the lower attaining children in English, phonics, handwriting, maths, reading and writing lessons whilst the TA supports the other children.</p> <p>CPD in April, June and Sept 24</p>	<p>Narrowing the gap between PP and non</p> <p>Pupil voice demonstrates the impact of small group tutoring and has driven a school improvement priority - Talk for Writing</p> <p>How it helps:</p> <p>“because she writes it first”</p> <p>“we used word cards, have a go strategies and then we do it after”</p> <p>“all the things the teacher says are the things you want to know”</p> <p>“I can find numbers quickly on a hundred square now... and I know my number bonds and now I get my numbers round the right way”</p> <p>“helping me with ideas for writing and it makes it easier for me to write in class”</p>
FREE Breakfast and After School club	Offered to all families, whether working or in need.	Gives children a positive start to the day so that they are ready to access their learning
Subsidies	For uniform and educational visit costs.	Helps children be ready for learning and feel comfortable and part of the community
Enrichment	Provide opportunities for disadvantaged children to have wider experiences and enrichment. This includes access to music lessons, trips and clubs	Targeted for cultural enrichment opportunities e.g. community events, helping them be active and valued members of the community