

# Pashley Down Infant School 2021-2024

## Pupil premium action plan Review July 2023

Action Plan updated July 2023 (figures worked out on October census number of PP at 64 children)

Nationally, eligibility for free school meals continues to increase and currently stands at 23.8% (slightly up from 22.5% in 2022).

At Pashley 23.2% of all pupils on roll are eligible for Pupil Premium funding.

The breakdown of which is as follows:

- EYFS – 28%. (17 pupils)
- Year 1 – 36% (22 pupils)
- Year 2 – 36% (22 pupils)

### PP / SEND crossover

32.8% of children who are eligible for Pupil Premium funding are also on our SEND register. This is 6.5% higher than the national average of 26.3%. Information has therefore been included in the tables below to show the progress data / impact of the Action Plan on those pupils who are PP eligible but do not have SEND.

SCHOOL CONTEXT AS OF APRIL 2023				
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of service children
60 (as of 19 April 2023)	28	29	1	0

#### PUPIL PREMIUM OBJECTIVES FOR 2021-2024 ACADEMIC YEARS

1. Improved oral language skills and vocabulary among disadvantaged pupils.
2. Improved reading and writing attainment among disadvantaged pupils.
3. Improved maths attainment for disadvantaged pupils at the end of KS1.
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
5. To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.

**Total pupil premium allocation for academic year 2022/2023: £90,330**

## End of Year PP Data for 2022/2023 – Year 2

2022/23 Year 2	Nationally All pupils End of KS1 - 2022	Pashley All Pupils 2023	Nationally PP End of KS1 - 2022	Pashley PP 2023	Pashley PP / Not SEND 2023
Phonics Check	75%	91%	62% gap -13	70% gap -21	96% gap +5
Reading	67%	67%	51 % gap -13	35% gap -32	59% gap -8
Writing	58%	59%	41 % gap -17	26% gap -33	50% gap -9
Maths	68%	76%	52 % gap -16	39% gap -33	67% gap -9

## End of Year PP Data for 2022/2023 – Year 1

2022/23 Year 1	Pashley All Year 1 Pupils 2023	Pashley PP Year 1 2023	Pashley PP / Not SEND 2023
Phonics Check	66%	45% gap -21	82% gap +16
Reading	61%	36% gap -25	61% gap 0
Writing	54%	36% gap -18	54% gap 0
Maths	68%	41% gap -27	67% gap -1

## End of Year PP Data for 2022/2023 – EYFS

2022/23 Year 1	Nationally All pupils 2022	Pashley All Pupils	Nationally PP	Pashley PP	Pashley PP / <b>Not</b> SEND
Good Level of Development	67.3%	65.5%	51.8% gap -15.5	37.5% gap -28	46.2% gap - 19.3
All goals	65.7%	62.1%	49.9% gap -15.8	31.3% gap - 30.8	38.5% gap - 23.6
Literacy Goals	69.8%	65.5%	54.2% gap -15.6	37.5% gap -28	46.2% gap - 19.3
Maths Goals	77.2%	79.3%	63.4% gap -13.8	56.3% gap -23	61.5% gap - 17.8

## 1. OBJECTIVE 1: Improved oral language skills and vocabulary among disadvantaged pupils – REVIEW JULY 2023

Objective	Actions and summary of expenditure	Impact on progress and attainment of pupils	Comments
1. Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Language and vocabulary interventions ran in EYFS 5 mornings a week</li> <li>Talk for Writing 10 sessions of Teacher training ran across the year, allocated 15 hours</li> <li>Speech support through Inclusion team ran for all PP children working below expected level</li> <li>Book club run in school and after school for PP children</li> <li>HLTA Science lead works with PP groups 3x a week for a lunchtime club. Focusing on vocabulary and conversational language. Working with farm, animals and other outdoor learning experiences.</li> <li>Focus on PP pupils in termly pupil progress meetings, SENCO, Deputy and Head of Year all attending termly meetings with teacher to review and adapt interventions for every PP child in each class</li> </ul>	<ul style="list-style-type: none"> <li>ALL PP children working below expected level for language and vocabulary in EYFS accessed the NELI programme within the year, with all children successfully graduating and passing the end assessment. Those who require further support accessing ongoing support from the inclusion team and are on the SEND register.</li> <li>EYFS cohort overall showed a significant rise in attainment from Sept &gt; July in Language and Speaking ELGs, showing the impact of this focus on all children:</li> <li><i>Language ELG Sept 22, 63% &gt; 84% in July 23</i></li> <li><i>Speaking ELG Sept 22, 67% &gt; 86% in July 23</i></li> <li>Engagement of pupil premium children in lessons across the school showed significant improvement across the year, with teachers grading an average of level 2 for engagement on the Leuvan scale at the beginning of the year, improving to 4 by the end of the year (Sept 23- July 24)</li> <li>In Year 2 Reading the number of PP children working at WTS1 (pre-key stage) almost halved (13 to 7 pupils) showing the impact of the focus on language over time at Pashley</li> </ul>	<ul style="list-style-type: none"> <li>The TFW programme had a significant impact on the teaching of writing, particularly the consistency of planning and level of endurance for writing shown by the children. The impact of this training will continue to be shown in the results over the next few years</li> <li>Knowledge organisers have started to be developed and used in class and sent home, these are having a good impact on PP children, through pre teaching supporting them to access the curriculum with confidence</li> </ul>

## 2: Improved reading and writing attainment among disadvantaged pupils– JULY REVIEW 2023

Objective	Actions and summary of expenditure	Impact on progress and attainment of pupils	Comments
2. Improved reading and writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>Phonics interventions ran in every year group for PP children working below</li> <li>Reading tutoring for all PP children working below ran before school, across the year</li> <li>Phonics training provided for all new teachers</li> <li>YARC assessments for reading purchased for the whole school to focus on fluency in light of last year's outcomes</li> <li>Writing interventions ran in every year group for PP children working below</li> <li>Bikeability for EYFS with a focus on gross motor skills took place</li> <li>Book club for all PP children. Trained Learning Assistant runs small group sessions with PP children developing a love of reading and giving children a time to talk</li> </ul>	<ul style="list-style-type: none"> <li>Reading fluency of PP children who accessed reading fluency interventions show an average reading speed increase of 30% from Sept 22- July 23</li> <li>The confidence and reading fluency improvement across the Year 2 cohort was noted by our feeder junior school, their assessments show that only 16% of 22/23 Year 2 children will need the Read Write Inc intervention at Ocklynge in July 2023. The total percentage of children requiring intervention in 2022 was 53% (a HUGE reduction of 37%)</li> <li>Reading outcomes, fluency and confidence of PP children have improved from Sept &gt; July, particularly those at the lower end, WTS2 (working below key stage) in both Year 1 and Year 2, all PP children moved from WTS1 to WTS2 or above, apart from those on the SEND register. This means that all PP children were accessing the KS1 curriculum by the end of the year.</li> <li>Cultural capital has been a focus, with book clubs and visits facilitated, including free books, for PP children. 100% of our PP children accessed Cosy Book Clubs and received free books this year. The feedback from parents and children has been overwhelmingly positive.</li> <li>Phonics interventions show accelerated progress for most PP children, those who do not make accelerated progress are receiving additional SEND support from the Inclusion team.</li> </ul> <p><b>Detail of KS1 data increases below:</b></p> <p><b>Reading</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>The number of children working at WTS1 (pre-key stage) almost halved (13 to 7 pupils) showing excellent support and / or</li> </ul>	<ul style="list-style-type: none"> <li>One unpredicted benefit of the additional book clubs and 1:1 reading time for all PP children was the time the children had to speak about issues and concerns from home. A large number of child protection concerns, or family support concerns were raised in these meetings. Meaning swift action and support for some of our most vulnerable families.</li> <li>A continued focus on reading and writing attainment for our PP children is needed in the next action plan, although gains</li> </ul>

	<ul style="list-style-type: none"> <li>• TA2 working one hour a week to read 1:1 with PP readers</li> <li>• Local poet to visit and inspire the children</li> <li>• Poetry books for PP children are given free following visit from Poet on World Book Day</li> </ul>	<p>intervention to address misconceptions and fill gaps in knowledge.</p> <ul style="list-style-type: none"> <li>• The number of children working at Expected Standard or Above increased by 4 children across the year</li> <li>• One targeted PP child achieved GDS in Reading</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• There is now no gap in attainment between All pupils and PP Not SEND pupils in Reading.</li> <li>• The number / percentage of children working at WTS1 (pre-key stage) reduced by 2 / 9%.</li> <li>• The number / percentage of children working at Expected Standards or Above increased by 2 / 10%.</li> <li>• Regular reading fluency assessments show a general upward trend in reading speed per minute across the year group.</li> </ul> <p><b>Writing:</b></p> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• The number of children working at WTS1 (pre-key stage) almost halved (11 to 6 pupils) showing excellent support and / or intervention to address misconceptions and fill gaps in knowledge.</li> <li>• The number / percentage of children working at WTS2 increased by 4 / 16%.</li> <li>• The number / percentage of children working at Expected Standards or Above increased by 2 / 7%.</li> </ul> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• There is no gap in attainment between All pupils and PP Not SEND pupils in writing.</li> <li>• The number / percentage of children working at WTS1 (pre-key stage) reduced by 3 / 14%.</li> </ul>	<p>have been made particularly in fluency and confidence, these are still not translating into the gap narrowing between PP and non PP in the way we would like.</p>
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### 3. Improved maths attainment for disadvantaged pupils at the end of KS1. pupils – JULY 2023

Objective	Actions and summary of expenditure	Impact on progress and attainment of pupils	Comments
4. Improved maths attainment for disadvantaged pupils at the end of KS1.	<p>School led tutoring programme supporting maths for PP children and children working below age related expectations in maths</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Further training for Maths leader, then disseminated to all staff and parents</p> <p>Total: £15, 860</p>	<p>Overall the maths outcomes have shown good progress this year, with Year 2 maths outcomes for all reaching National average and school target of 68%.</p> <p>The gap between PP and non PP for maths is still too wide, although has narrowed across the year. When you take out the SEND/ PP. children it has closed in Year 1 and is almost closed in Year 2. Our focus needs to remain on PP, but also PP and SEND combined.</p> <ul style="list-style-type: none"> <li>This year, for Year 1 pupils who are PP but do not have additional Special Educational Needs or Disabilities, the gaps in attainment have closed in maths. This shows the effectiveness of the PP Action Plan on the outcomes for these children.</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>The number of children working at WTS1 (pre-key stage) almost halved (10 to 6 pupils) showing excellent support and / or intervention to address misconceptions and fill gaps in knowledge</li> <li>The number / percentage of children working at WTS2 increased by 5 /21%</li> <li>The number / percentage of children working at Expected Standards or Above remained the same but the number / percentage of children working at Greater Depth increased by 2 / 9%.</li> </ul> <p><b>Year 1</b></p>	<ul style="list-style-type: none"> <li>The consistency and standard of the teaching and learning of maths at Pashley has improved significantly, this is having a big impact on the maths results for all children. Whilst we are beginning to see this impact with our PP children in maths results (no gap for Year 1) we need to continue this focus, with the successful tutoring to continue next year.</li> <li>Interventions were tailored to the needs of the individuals, the own child's class teaching assistants led the maths tutoring which meant they could carry it on in class, repeating and consolidating knowledge from the intervention in class. This was particularly effective in Year 1, so</li> </ul>

		<ul style="list-style-type: none"> <li>• The number / percentage of children working at WTS1 (pre-key stage) reduced by 2 / 9%.</li> <li>• The number / percentage of children working at WTS2 reduced by 1 / 4%</li> <li>• The number / percentage of children working at Expected Standards or Above increased by 3 / 14%.</li> </ul>	<p>will be a strategy used in other year groups and interventions going forwards.</p>
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OBJECTIVE 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – JULY 2023

Objective	Actions and summary of expenditure	Impact on progress and attainment of pupils	Comments
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OBJECTIVE 4: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils – JULY 2023

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Ready to Learn (RTL) groups support's children's understanding and their ability to be ready to engage in class activities</p> <p>Nurture groups build self-esteem and targets children's individual needs</p> <p>Mindfulness 1:1 or group sessions support children to improve self-regulation</p> <p>Cosy Book club allows children time to discuss different topics pertinent to their lives based on targeted books</p> <p>Enrichment activities available for PP children.</p> <p>School equipment provided free</p> <p>Wrap around care provided free</p> <p>Representation on Eco committee</p>	<p>Ready to learn, nurture, mindfulness and Cosy Book Club have all been regularly accessed by our disadvantaged pupils based on needs, following termly pupil progress meeting discussions. We measure in many ways, one useful tool being using the Leuvan scale for 'engagement' and 'wellbeing' these show how well a child engaged in school life and interactions with others, and how their wellbeing is judged e.g. <a href="https://ncnltd.co.uk/wp-content/uploads/2020/04/The-Leuven-Scales-sheet.pdf">https://ncnltd.co.uk/wp-content/uploads/2020/04/The-Leuven-Scales-sheet.pdf</a></p> <p>We have noticed significant improvements in the behaviour and attitudes of our pupils following a series of ready to learn sessions, mindfulness and nurture groups. Children show that they can engage in class activities which is evidenced through the change in low and high level behaviour issues reported on Myconcern over time.</p> <p>PP children results – Sept&gt; July</p> <p>Engagement (cohort averages)</p> <p>EYFS- 2&gt; 3</p> <p>Year 1 – 2&gt;4</p> <p>Year 2- 3&gt;4</p> <p>Wellbeing (cohort averages)</p> <p>EYFS – 2&gt;4</p> <p>Year 1- 2&gt;3</p> <p>Year 2- 3&gt;4</p>	<ul style="list-style-type: none"> <li>- All children have had a variety of free trips across the year, also free equipment, clothing, school photos and enrichment activities. This is widely appreciated by families and evens the playing field for these children with others in the school. These 'extras' are something we will continue with every year as we always see the importance of these in our community.</li> </ul>
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**OBJECTIVE 5: To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.–  
JULY 2023**

Objective	Actions and summary of expenditure	Impact on progress and attainment of pupils	Comments
To achieve and sustain improved parental engagement and interaction with school, for all parents, particularly parents of our disadvantaged pupils.	<p>Inclusion Assistant regularly contacts disadvantaged pupil's families, who are not engaging with the school.</p> <p>Contacting parents by phone / text / email regarding drop ins, workshops, school events to encourage participation in school events.</p>	<p>% of PP parents attending parent drop ins in EYFS has significantly improved since the regular phone call reminders. We have seen a 50% rise on average from 2021-22.</p> <p>Parent consultations are more well attended this year by PP parents than previous years, in most classes. Inviting parents in before the date and giving them a longer session has been very successful, as has phone calls from the teacher.</p>	<ul style="list-style-type: none"> <li>- We still have a few hard to reach families that we struggle to get into school, but next year we will be pushing the SEND coffee mornings even more to try and continue to build that rapport with these families.</li> </ul>