

Pupil premium strategy statement

This statement details our school's use of pupil 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	Kings Furlong Infant School and Nursery
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	60 children 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Anne Perriam (Headteacher)
Pupil premium lead	Rachel McOmish
Chair of Governors	Debbie Grimes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,396
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,396

Part A: Pupil premium strategy plan

Statement of intent

At Kings Furlong Infant School and Nursery, we are an inclusive where we work as one community. Our intention, regardless of their background or challenges our children face, is to provide a safe, nurturing and supportive environment ensuring children's needs are met and to provide the foundations for education and life. High-quality teaching is at the heart of our approach, identifying the strengths and weaknesses of all children including our children eligible for pupil premium. We intend our children to make good progress and we support children eligible for pupil premium to achieve this goal.

Our intent for Pupil Premium strategy to be effective is to:

- Analysis and regularly review the circumstances affecting the learning of individuals
- Ensure a consistent approach to support children through high-quality teaching.
- Identify the strengths and weaknesses of individual pupils and groups, through pupil progress meetings to target intervention and support to narrow the attainment gap between pupil premium children and non-pupil premium children.
- Communicate effectively with parents and our families.

Challenges

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

Challenge number	Detail of challenge
1	There is a high proportion of children who are not using and applying their phonics knowledge. Children are able to identify sounds presented to them but are unable to blend the sounds together to read the word.
2	A high proportion of children display low levels of self-esteem, self-confidence and need access to emotional support to improve their mental wellbeing. Therefore, they are not ready to learn and engage with learning.
3	On entry in Early Years Foundation Stage, in particular in PSED, CLL and PD so results in low attainment.
4	To support parents with our cluster Parent Support Advisor and Primary Behaviour support team. To provide parental engagement opportunities such as open door and book and biscuit where by staff modelling reading.
5	To provide wider opportunities for children eligible in receipt of Pupil Premium with in house after school club and Sports4Kids.

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. Our SSP (Systematic Synthetic Phonics) programme will be consistently taught and embedded throughout the school.	Children will make progress with reading from their starting point and attainment will be in line with their peers nationally.
2. The Thrive programme will be embedded throughout the school which will include 1:1, small group and whole class activities.	Children will be better engaged with their learning. Attainment will rise and will closely match their peers nationally.
3. Early Years attainment in the PRIME areas will be secure through a well-resourced environment.	Children will be GLD at the end of the year in line with peers nationally.
4. Parents will have access to a range of support to feel equipped to give their best to their children.	Parents will be aware of the pastoral support available at school and will be aware of external support from our Parent Support Adviser and other agencies. Parents will demonstrate positive support given and the impact this will have on family life and the improved life chances of all children.
5. A wide range of after school opportunities will be provide by school to give children who are in receipt of pupil premium	A significant increase of participation of enrichment activities and through student voice as well as student and parent surveys, in particular with children eligible for Pupil Premium.

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: £2,347

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
<p>RM to support staff with regards to our SSP programme. New staff who join will be given training. RM to model how to deliver a phonics lesson following our SSP programme.</p> <p>RM to train LSAs and deliver 6 week phonics assessments. RM to model how to assess children.</p> <p>Staff to deliver Phonics consistently across N to Y2. RM to monitor phonics lessons throughout school and team teach.</p> <p>RM to analyse the phonics assessments to inform and support teaching of phonics.</p> <p>To order books to supplement each phase of phonics so children can rehearse and apply their phonic knowledge.</p>	<p>EEF - Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children with disadvantaged backgrounds.</p> <p>EEF Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>	<p>1</p>	<p>RM has supported new staff and given relevant training to new staff.</p> <p>Phonics screening results 79% 2024 for Year 1.</p> <p>Phonics overall results in ks1 is 83%</p> <p>Phonics in Year 1 19 chn PP – 14 passed (74%)</p> <p>Phonics Year 2 retake 9 chn PP 4 passed (44%) All 9 chn are on SEN register.</p> <p>1st September 2024 KFI will be moved over to the SFET trust. June 18th 2024 (after phonics screening took place) we have implemented SFET phonics scheme. Ongoing training will be delivered.</p>

			<p>Summative assessments will be every half term.</p> <p>Daily/weekly assessments will be conducted – intervention in afternoon to pick up children who did not achieve the learning that day.</p> <p>New books have been ordered to match with new scheme.</p>
<p>CW (Deputy Head) is our Leading Emotionally Healthy Primary schools and the Mental Health Lead. CW will support staff and embed Thrive practice.</p> <p>Class Teacher will have Thrive training and will deliver whole class thrive activities.</p> <p>CW to support staff with SEMH, monitor and give advice.</p>	<p>EEF – Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.</p> <p>EEF – Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</p> <p>EEF – Social and Emotional learning interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which</p>	<p>2</p>	<p>Ongoing monitoring. 2 year plan for Class teachers to embed whole class approach with Thrive.</p> <p>Thrive has made impact.</p>

	students work with (and alongside) their peers, teachers family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.		
<p>Early Years will have support to rise attainment in PSED, CLL and PD.</p> <p>Early years team will have networked with other schools to support the development of subject knowledge.</p> <p>Early years team will have support in development the environment outside and inside supporting children.</p> <p>Early Years team will have support in planning for the environment in order to improve children's</p> <p>Early Years team will train Early Years LSAs to support children's learning and development to improve attainment.</p> <p>Early Years team will assess children support and help improve attainment.</p>	<p>EEF – Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>EEF – Communication and language approaches are crucial part of provision in the early years. It shoes positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>EEF – programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning and that integrating physical development activities in other areas of the early years curriculum can be beneficial.</p> <p>EEF- Physical development is a core part of early years education and has many important benefits beyond</p>	1,2,3	<p>Early Years advisor has supported Early Years Class teachers.</p> <p><u>Overall</u> GLD 2023 39.3% GLD 2024 60%</p> <p><u>PP</u> GLD - Dec 2023 10% GLD - EoY 2024 30%</p> <p><u>Overall cohort EoY</u></p> <p><u>PSED</u> EoY 2023 – SR 82.1% MS 76.8% BR 78.6%</p> <p>EoY 2024 – SR 83% MS 88% BR 90%</p> <p><u>CLL</u> EoY 2023 – LAU 82.1% S 78.6%</p> <p>EoY 2024 – LAU 83% S 82%</p> <p><u>PD</u> EoY 2023 –GMS 94.6% FMS 80.4%</p> <p>EoY 2024 – GMS 93% FMS 83%</p> <p><u>Overall PP EoY</u></p> <p><u>PSED</u></p>

	<p>the cognitive outcomes summarised here.</p> <p>EEF – SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF There is evidence that SEL strategies can be effective in early years settings in both primary schools and nursery schools</p> <p>EEF- Staff are very likely to benefit from training or professional development to use programmes and approaches successfully.</p>	<p>Dec 2023 – SR 70% MS 50% BR 50%</p> <p>EoY 2024 – SR 80% MS 90% BR 80%</p> <p><u>CLL</u> Dec 2023 – LAU 80% S 60%</p> <p>EoY 2024 – LAU 83% S 82%</p> <p><u>PD</u> Dec 2023 –GMS 90% FMS 50%</p> <p>EoY 2024 – GMS 100% FMS 70%</p> <p>Significant impact on overall cohort and children in receipt of PP.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 67008

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
<p>Lego Therapy will support small groups across the school to support with social skills, turn taking as well as listening and following instructions.</p>	<p>Children develop skills such as instruction following and co-operation. Alongside social benefits, Lego therapy interventions also improve fine motor skills as well as spatial, visual and analytical skills.</p> <p>EEF The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed</p>	<p>2, 3</p>	<p>Lego therapy has been unsuccessful. Thrive approach has been used to help develop skills of instructions, turn taking and social skills.</p> <p>Moving forward into 2024-2025, Thrive will be used to support social skills as thrive has had more impact.</p>
<p>CLAMs group to support children with their emotional support and those who are dysregulated learn to better manage themselves independently. This will then translate going back into their class.</p>	<p>EEF – SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,2,3, 5</p>	<p>CLAMs has supported specific individual children who are accessing classroom routines and are beginning to manage themselves independently within their class.</p> <p>This is to continue to measure the impact. This year there was a break due to LAC where</p>

	<p>EEF – Social and Emotional learning interventions seek to improve pupils’ decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>EEF – Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.</p> <p>EEF – Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.</p>		staff were needed to be on 2:1.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7488.50

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review July 2024
<p><i>Parent Support Worker</i> appointed to work across the cluster with vulnerable families and improve parental engagement (toddler group, community events etc, family learning projects etc.)</p> <p>Parents will be welcomed each term to look and share learning with children.</p> <p>Parents invited every Friday afternoon to engage with “Book and Biscuit” where CTs and LSAs model reading.</p>	<p>EEF- Parental engagement approaches have, on average, a positive impact of five months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p>	<p>4,</p>	<p>Parent Support Worker has worked with families within their home setting.</p> <p>Coffee morning with the cluster PSW has had intake but not as high as would like.</p> <p>Parental engagement to role into Year 2, PSW to continue to work with vulnerable families.</p> <p>RM to measure % of outcome whole school community and families in receipt of PP.</p>
<p>National College will provide online CPD training for all staff to enhance their subject knowledge to support children who are in receipt of pupil premium.</p>	<p>Online CPD is accessible for all staff in early years and KS1. Staff are able to tailor their CPD towards the areas they feel meets the needs of their own professional development and needs of the children who are in receipt of pupil premium as well as other children in their class.</p>	<p>1,2,3</p>	<p>To be updated.</p> <p>Successfully used by LSAs in their own time.</p>
<p>After School Club will be provided to enrich children’s education.</p> <p>After School clubs will range from construction, colouring, board games and</p>	<p>EEF ‘enrichment education has intrinsic benefits. We think all children including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education’.</p>	<p>5</p>	<p><u>PP chn who attended after school clubs.</u></p> <p><u>Autumn</u> Year 1 (16chn) = 19% Year 2 (16chn)= 38%</p> <p><u>Spring</u> Year 1 (16chn) = 19%</p>

<p>singing to give wide opportunities.</p> <p>Sports4kids will support children during 1 lunch time and 1 afternoon.</p> <p>Sports4kids will provide two after school clubs</p>		<p>Year 2 (16chn) = 31%</p> <p><u>Summer</u></p> <p>Year 1 (16chn) = 4 chn 25%</p> <p>Year 2 (16chn) = 4 chn 25%</p> <p>-Sports4Kids left after Christmas holidays.</p> <p>-Survey to PP chn to see what after school clubs they would have been interested in in Spring 2. Football, colouring and board games were popular choices to which in the summer term was offered out.</p> <p><u>After school clubs provided Summer 2</u></p> <p>Football 3/19 = 16%</p> <p>Year 1 = 2 chn 11%</p> <p>Year 2 = 1 chd 5%</p> <p>Multi-skills 3/20 = 15%</p> <p>Year 1 =1 chd 5%</p> <p>Year 2 =2 chn 10%</p> <p>Colouring 2/12 =16%</p> <p>Year 1 =1 chd 8%</p> <p>Year 2 =1 chd 8%</p> <p>Board games 6/28 =22%</p> <p>Year 1 =1 chd 4%</p> <p>Year 2 =5 chn 18%</p> <p>Although only 38 chn in Year 1 and 2, Year R and N were not included due to ratio.</p>
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Total budgeted cost: £76843.50

Allocated money £59,396

Difference to be paid for by school budget £17447.50