

# Pupil premium strategy statement Tenterden Infant School 2023 2024

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 progress and attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and is based on the outcomes from last year's Summer 2023 data.

The Executive Head Teacher and School Governor leading PP support have attended Governor Pupil Premium Training in November 2023. Before completing our school's PP Plan, we have read the Education Endowment Foundation's guidance on using Pupil Premium Funding effectively and the DfE's Pupil Premium Guidance.

This includes the 'menu of approaches.' These are detailed reports created from research and based on evidence that the Education Endowment Foundation have carried out. It shows which interventions and activities have provided accelerated learning. We have selected EEF approaches which best match the needs of our PP children and additional children with specific needs.

## School overview

Detail	Data
School name	Tenterden Infant School
Number of pupils in school	149
Proportion (%) of pupil premium eligible pupils	40/149 26.84%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024
Date this statement was published	22/11/23
Date on which it will be reviewed	1/7/24
Statement authorised by	T. McIntosh EHT
Pupil premium lead	T. McIntosh EHT
Governor / Trustee lead	M Kavanaugh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,560
Recovery premium funding allocation this academic year	£ 4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 51,200

## Part A: Pupil premium strategy plan. Statement of intent

We believe in developing our children's natural curiosity and questioning nature with which they enter our school. We focus on ensuring that every child makes expected progress from their starting point and have a SENCO and FLM who work with the staff to ensure nurture and inclusion is a priority and that all children's needs are met. Children are able to excel in their talents through developing independence and sharing home study which is initiated through our Homework Menus sent out each term.

We work in partnership with parents and carers using our communication system called Dojo to share weekly activities and to keep home and school united in doing the best for all children. We have regular meetings with parents through: our Book Looks, special events, Parents Evenings and mid-year and end of year report. Parents/Carers are welcome to make an appointment to speak with their class teacher about their child's learning at any time throughout the school year.

We prioritise an aspirational nurture approach to our curriculum delivery so children have the key social and emotional skills in order to positively access their learning and aim to reduce barriers to learning. This is in direct response to our 3-year PP plan that begun in 2021 plan in supporting self-regulation and reducing the anxiety that some children and families feel from Covid. We work towards building high self-esteem and a sense of pride in making progress and meeting personal challenges.

We use the Boxhall Profiling to identify next step learning to match appropriate tasks to meet the children's needs. We ensure that the classrooms are a calm, safe working environment with accessible resources for learning. Each class has an SEMH first aid box linked to Zones of Regulation for all children to access to support self-regulation in order to feel confident and able to access their learning. Class environments include purposeful, current working walls to share key learning points and support independent learning. Displays celebrate children's achievements and invite children to discover and share new learning.

We use monitoring and continual Assessment for Learning to ensure that disadvantaged pupils can access the learning and make progress in line with their peers. We use teaching support staff and resources to provide encouragement and first-hand support. Our school tracking system Target Tracker is one aspect of school monitoring that is used to recognise a child's achievements and identify areas that need to be revisited. This is because each lesson is built on previous learning. Any gaps in learning or areas of difficulty that disadvantaged pupils have been identified are addressed through adjusting the curriculum, pedagogy or using specific teaching and learning strategies in order to ensure that understanding is achieved which are detailed in this PP Strategy document.

Provision Maps (PM) are used to record the additional support a child requires above and beyond Quality first Teaching, including disadvantaged children, in order to maintain progress. PMs are discussed with the SLT, class team and parents/carers so everyone supports moving the learning forward. Pupil Progress Meetings (PPM) allow time to focus on next steps and evaluate and adjust interventions.

We aim that a child can use their knowledge and skills in new contexts, thereby achieving mastery and confidence in independently solving problems and creating pieces of work.

### **Key Principles of our strategy plan**

1. All pupils are able to have equal access to the curriculum.
2. Pupil premium is funding used to improve education outcomes for disadvantaged pupils (which will benefit all pupils).
3. Home learning when necessary is supported in school.

4. Work in partnership with staff, SLT, SENCO, FLM child and parent/carer to maximise and celebrate progress and attainment.
5. Strategies in place match the physical, academic and emotional needs of the child.
6. All pupils achieve at least 6 points from their starting point.
7. Plans in place to support PP children focus on achieving accelerated progress.

## Challenges

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

Challenge number	Detail of challenge
1	Early Reading and Phonics
2	Language development and skills impacting on writing
3	Wellbeing: Confidence and resilience and family support
4	Gaps in knowledge and fluency in maths
5	Preparation for school and separation from home

## 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
Improved early Reading and Phonics	<p>We aim for:</p> <ul style="list-style-type: none"> <li>80% Year 1 PP pass phonic screening</li> <li>72% Year 2 PP achieve expected in reading assessments (Using previous Yr2 SATs)</li> <li>72% FS PP achieve ELG in reading and writing</li> </ul> <p>PP children make 6 points expected progress from their starting point.</p> <p>The Little Wandle phonic interventions, including 5 minute 1-1 keep up sessions to show that PP children making expected progress in their LW termly assessments.</p> <p>PP children to successfully read and understand at least 80% of their tricky words.</p>

<p>Improved language development and skills, including oral competency and sentence formation.</p>	<p>PP children identified by the use of Speech Link and Language Link assessments complete the Language Enrichment programmes and are reassessed at the end.</p> <p>80% of pupils show no further intervention when reassessed.</p> <p>Evidence in PP children’s writing, showing progress from COLD to HOT task through teacher’s assessments. Improved sentence construction and vocabulary.</p> <p>At least 80% PP children make 6 steps progress in writing recorded on Target Tracker.</p> <p>Assessments and observations indicate significantly improved oral language among PP children. Evident in engagement in lessons, book looks and formative assessment.</p>
<p>To improve and sustain wellbeing including confidence and resilience in school activities.</p>	<p>Increase of the percentage of PP children attending extra-curricular activities including sporting events.</p> <p>Qualitative data from pupil voice, pupil and parent surveys show high levels of wellbeing.</p> <p>Teacher observations show sustained high level of wellbeing.</p> <p>Boxall Profiles indicate improvements in developmental and diagnostic strands.</p>
<p>Gaps in knowledge and fluency in maths</p>	<p>Target Tracker data shows PP children make at least 6 points progress from their starting point.</p> <p>45% of PP children make accelerated progress in maths.</p> <p>End of unit math assessments show gaps are being reduced.</p> <p>Target tracker statements for maths show that the gaps are being reduced.</p>
<p>Ensure that PP children feel confident and prepared for school. Children feel happy and safe to separate from their parent /carer.</p>	<p>Reduction in children struggling to separate from parent/carers.</p>

	<p>Pupil survey shows that PP children are happy in school.</p> <p>Parent/carer feedback demonstrates school strategies have supported positive preparation for school.</p> <p>Pupil voice during transition times is positive.</p> <p>Increased PP attendance and punctuality.</p>
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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: £ 9,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT leads a robust monitoring and CPD cycle to ensure that PP children make at least 6-point progress from their starting point and aim for accelerated progress to reach age related expectations.	<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a></p>	1,2,4
<p>Whole school approach to wellbeing and regulation through the implementation of the 6 principles of nurture.</p> <p>Purchase of resources to support nurture provision.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p><a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a></p>	3, 5

	<a href="https://educationevidence.org/teaching-learning-toolkit/metacognition-and-self-regulation">.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
Training for staff to use Boxall profiling.	Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	3,5
Purchase of additional Little Wandle resources and training to ensure stronger phonics teaching for all pupils.  Funding phonics lead release time to embed and provide support of Little Wandle teaching.	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.  It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1
Funding subject leader (Maths and English) release time to embed key elements of EEF and DFE guidance in school.  Funding to access Maths Hub resources and CPD.	Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.  In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided.	1,2,4  Support high quality teaching and continual professional development.  In the moment feedback and support provided

	<p>Mastery learning works through designing units of work so that each task has a clear learning outcome, which pupils must master prior to moving on to the next task.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Providing feedback is well-evidenced to have high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Studies of verbal feedback show slightly higher impact overall.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
<p>Cover for staff to be released to undertake professional development.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to</p>	<p>1,2,4</p> <p>High quality teaching DFE</p>



	<p>improve professional development and design and select more impactful PD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	
Implementation of cued-articulation to support speech development of identified children.	<p>We use a method of visual phonics called Cued Articulation. It was developed by a speech and language therapist called Jane Passey and works to use a hand gesture while you say a sound.</p>	2
Embedding Language Through Colour across the curriculum to support writing.	<p>Teaching Assistants support writing through using Language Through Colour.</p> <p>Language through colour is a resource which uses a simple <b>colour-coded</b> system to help children to understand the meaning of words.</p> <p>Teaching Assistants support English and Maths interventions. There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>...well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><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></p>	2

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

Budgeted cost: £ 31,264

Activity	Evidence that supports this approach	Challenge number(s) addressed	
Speech Bubbles intervention to develop language and social and emotional skills.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2	
Purchase of Language Link and Speech Link to support identification of PP children with SCLN	<p>Instant results will identify children who need specialist support and recommend appropriate class and small group interventions so you can target help at the right level where it is most needed.</p> <p><a href="https://speechandlanguage.link/whole-school-approach/infant-language-link/">https://speechandlanguage.link/whole-school-approach/infant-language-link/</a></p>	1,2	
Purchase of Literacy Gold to support progress of PP children in reading and spelling.			Targeted interventions for PP children, to consolidate and to support catch up and keep up.
Additional phonic sessions targeted at PP children who require further phonic support.	It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who	1,	

	have experienced these barriers to learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonicsphonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonicsphonics</a>	
Use NTP funding to provide school led tutoring for targeted PP pupils.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,2,4

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

Budgeted cost: £ 10,138

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training on behaviour management and self-regulation with the aim of developing independent use of strategies by pupils.	Behaviour intervention have an impact through increasing the time that pupils have for learning.	3,5
Lunchtime activities available	Across all approaches it is crucial to maintain high expectations for pupils and to embed a consistent approach across the school.	3
Subsidise school trips and school uniform when needed. Pre-loved uniform available for all.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions#:~:text=Behaviour%20interventions%20have%20an%20impact,school%20for%20periods%20of%20time.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions#:~:text=Behaviour%20interventions%20have%20an%20impact,school%20for%20periods%20of%20time.</a>	5
Breakfast cereal and /or fruit along with additional fruit is offered.	Develop and implement persistent absence action plans with pupils and families which address barriers and help establish positive attendance routines. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-</a>	5

	<a href="#">authorities#:~:text=apply%20rewards%20and%20sanctions%20consistently,early%20and%20help%20set%20targets</a>	
<p>Designated mental health lead to attend updates and work with the Emotional Wellbeing Team.</p> <p>Family Liaison Manager provides:</p> <ul style="list-style-type: none"> <li>❖ Parenting courses</li> <li>❖ Signposting</li> <li>❖ Referral to Early Help</li> <li>❖ Food Bank support</li> <li>❖ Supports medical appointments and literacy needs.</li> <li>❖ Bereavement support -Rainbows</li> <li>❖ Domestic Abuse Support.</li> <li>❖ Nurture</li> <li>❖ Drawing and Talking</li> <li>❖ Transition support moving class/ schools.</li> </ul>	<p>Social and Emotional Learning 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><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></p>	3, 5
<p>Embedding principles of good practice set out in the DFE guidance on working together to improve school attendance.</p>	<p>the role of school staff is to ensure that the school is a calm, safe, and supportive environment where all pupils want to be and are keen and ready to learn, which is the foundation of securing good attendance. Generally, schools will achieve this by promoting children and young people’s mental health and wellbeing through a whole-school approach to pupil mental health, and by developing a trusted relationship with parents/carers and families that involves them in the conversation about the school’s ethos, and emphasises the importance of supporting mental health and regular attendance.</p> <p><a href="https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of">https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of</a></p>	5

<p>Regular monitoring of attendance following Project 97% to minimise loss learning.</p>	<p><a href="https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf">_responsibilities where a mental health issue is affecting attendance.pdf</a></p> <p>Parents/carers know their children best and are well-placed to support them to recognise and manage their normal emotions, and parents/carers of children experiencing social, emotional or mental health issues play a vital role in the attendance or non-attendance of that child. In developing a plan to implement reasonable adjustments to support attendance, school staff should aim to involve parents/carers to support a child who is anxious about attending from an early stage, making it clear that part of the aim of the plan is to maximise face-to-face attendance as much as possible. The plan should have regular review points built into it, and have been agreed in advance of implementation.</p> <p><a href="https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities_where_a_mental_health_issue_is_affecting_attendance.pdf">https://assets.publishing.service.gov.uk/media/63ee20a3d3bf7f62e5f76ba4/Summary_of_responsibilities where a mental health issue is affecting attendance.pdf</a></p> <p>Recognise improving attendance is a school leadership issue and have a designated senior leader with overall responsibility for championing and improving attendance in school. Responsibilities should include offering a clear vision for attendance improvement, evaluating and monitoring expectations and processes, oversight of data analysis, and communicating messages to pupils and parents.</p> <p><a href="https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</a></p>	
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**Total budgeted cost: £45,705**

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 2022 to 2023 academic year which then leads to the progress and attainment focus for 2023 to 2024.

<b>Progress Measures 22/23</b>	<b>Below Expected</b>	<b>At Expected and Above</b>
Year FS PP Reading	25%	75%
Year FS PP Writing	25%	75%
Year FS PP Maths	25%	75%
Year 1 PP Reading	36.4%	63.6%
Year 1 PP Writing	36.4%	63.6%
Year 1 PP Maths	54.5%	45.5%
Year 2 PP Reading	40%	60 %
Year 2 PP Writing	46.7%	53.3%
Year 2 PP Maths	33%	67%
<b>Additional Targeted Support PP Proposed for 2023-2024</b>		
Year 2 PP Maths		
Year 3 PP Reading and Writing		

