

Pupil premium strategy statement – The Gattons Infant School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	<i>Sarah Gospel</i>
Pupil premium lead	<i>Ellie Bennett</i>
Governor / Trustee lead	<i>Rosie Brickell</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34040 £5140 Pupil premium plus £1835 Recovery Premium
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£41,015

Part A: Pupil premium strategy plan

Statement of intent

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 such as reading and writing. 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. We believe that all children can achieve well regardless of their background. We have high expectations for all. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	42% of our disadvantaged children have experienced significant trauma or adverse childhood experiences and therefore require additional support for their mental health and wellbeing and in their learning.
2	35% of our disadvantaged children have are on the SEN register and have complex SEMH needs or are autistic.
3	Attendance figures for disadvantaged children are improving but we would like to see these figures further improve.
4	Data shows that our disadvantaged children under achieve in Geography and History out of all the foundation subjects.
5	Some parents struggle to hear their children read at home because they have SEN.

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 attainment and progress in Geography and History	Assessments and observations indicate significantly improved attainment for our disadvantaged pupils in History and Geography. Evidence will be in pupil discussions and books.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2026/27 show that more than 60% of disadvantaged pupils met the expected standard.
Improved attendance figures for our disadvantage figures	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none">the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none">qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • a significant reduction in extreme dysregulation (CPOMS) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Parents of disadvantaged children with SEN feel supported at school and are able to support their learning at home.	<ul style="list-style-type: none"> • Parent surveys show that they feel supported. • Attendance to any workshops/meetings is high.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train teachers on how to effectively implement inquiry-based strategies, such as the use of leading questions and exploration of topics that align with pupils' interests	Evidence suggests that inquiry-based learning enhances understanding and retention in subjects like Geography and History. (Education Endowment Foundation).	4
Curriculum Enrichment: Development of a more diverse and inclusive curriculum that integrates a wide range of historical perspectives and geographical information, tailored specifically to engage disadvantaged pupils. This could include visitors, trips, and culturally relevant resources.		4
Professional Development in Trauma-Informed Practices Invest in training for teachers on trauma-informed practices, which help in understanding, recognizing, and responding to the effects of all types of trauma. Training could include strategies for creating a supportive and inclusive classroom	Evidence suggests that trauma-informed practices in schools can significantly improve students' academic performance and attendance as well as decrease incidents of problematic behaviour.	1

environment, which is critical for children affected by trauma.		
Assessment Review – Ensure that teachers are making accurate assessments in foundation stage subjects and are basing assessments in Geography and History on verbal knowledge and skills rather than what children can record in writing.		
Curriculum Adjustments to Include Resilience and Coping Strategies Adapt the school curriculum to incorporate elements that teach resilience and coping strategies. This would involve integrating activities and lessons that build life skills and emotional intelligence. These will be in the form of a Behaviour and Emotional Literacy curriculum	Emphasising these aspects within the curriculum can empower trauma-affected students to better manage their emotions and challenges, hence improving their capacity to engage with academic content.	1
Enhancement of assessment methods Invest in advanced diagnostic tools and training for teachers to better assess the learning needs of students with SEMH and autism. Look into Boxall Profile online. This will be inline with developing a nurture group.	Tailored assessments can lead to better-targeted interventions and can track progress more accurately, thereby enhancing educational attainment.	2

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

Budgeted cost: **£50,000+**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Remedial Instruction for SEND Pupils: Creating targeted interventions for disadvantaged SEND pupils who are struggling with Geography and History, employing scaffold learning in these areas. Use of OAIP.		4
Targeted Mental Health Support Interventions Implement targeted interventions that directly address the emotional	(Education Endowment Foundation).	2

needs of disadvantaged pupils, such as cognitive-behavioural therapy (CBT) sessions conducted by trained specialists. Sessions should focus on overcoming trauma-related challenges and enhancing resilience, which are key to improving academic achievement. Educational research indicates that targeted psychological interventions can lead to improved engagement and academic outcomes.		
Teaching assistants specialised in SEND Employ or train additional teaching assistants who specialise in working with children with SEN and SEMH conditions. They can support individualised attention during lessons, implement effective behavioural strategies, and provide reinforcement of learning, thereby improving pupil outcomes.		2
Teaching Assistant Deployment - Use trained teaching assistants to deliver in-class and pull-out support specifically for students identified as needing additional help due to their home circumstances. This method has been shown to be effective when TAs are well-trained and used in structured settings	(EEF research on TA deployment).	5.
Alphabet Arc – Use the alphabet Arc approach to teach children phonics or reading who struggle to learn through phonic.		5.

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
2. Educational Trips: Organising trips to museums, historical sites, or geographical landmarks can greatly enhance practical understanding of these subjects	Lived experiences help children to retain learning.	4

and provide real-world connections to classroom learning		
Extracurricular Activities and Therapeutic Programs Fund extracurricular activities that provide therapeutic benefits, such as sports, arts, or music programmes. Staff to encourage those children into singing club	Such activities are not only vital for promoting physical health and creative expression but can also serve as important therapeutic outlets for students dealing with trauma, helping them to process emotions and build relationships with peers in a safe environment.	1 and 2
Parental Engagement - Coffee mornings for those with SEND. Including talks from external agencies to help improve parent's understanding.	An EEF report highlights the positive impact of involving parents in learning on children's academic success.	1, 2 and 5
Parental Engagement Programmes - Implement programmes designed to support parents with SEN in engaging with their children's education. This could include workshops that teach strategies for supporting reading at home, use of adaptive technologies, and providing materials that simplify reading concepts.	An EEF report highlights the positive impact of involving parents in learning on children's academic success.	4 and 5
2. Targeted Attendance Initiatives: Utilise approaches such as working with Pupil Entitlement and Early Help DSL who establish communication strategies with the parents of at-risk pupils, focusing on the importance of consistent schooling and identifying barriers to attendance	(Effective Practice Guidelines, DfE).	3

Total budgeted cost: £54,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The 2023-2024 data demonstrated that :

Attainment in Reading 30% of our PP achieved expected at the end of KS1

Attainment in Writing 30% of our PP achieved expected at the end of KS1

Attainment in Mathematics 20% of our PP achieved expected at the end of KS1

This are lower percentages last year but this is due to the fact that 70% of the disadvantaged children were also EAL or SEND or both.

Our data also showed us that last year disadvantaged children did very well in Art and Music. The foundation subject that they struggled most in was Geography and History.

Our evaluation of the approaches delivered last academic year indicates that we exceeded expectations in developing the children's speech and language and breadth of vocabulary with over 94% of children making progress in their assessments. We shall continue to use Word Aware to develop children's vocabulary.

Metacognitive approaches are being used in the classroom. Children know where to look to find resources to help them with maths or literacy and other subjects.

The ELS Phonics Scheme is well embedded. We expect to see an increase in the number of children passing the phonics screening.

The LSAs who have been supporting our disadvantaged children have had a positive impact in keeping those children with SEMH in school and not being permanently excluded.

Our Learning Mentor continues to work with children, particularly if the children have social care involvement. Progress is measured using Strength and Weaknesses Questionnaire and analysis shows that most children make progress in their mental health and wellbeing. Parents have also been very complimentary of the work our Learning Mentor does with the children.

We will continue to ensure that disadvantage children have free access to school run clubs (not external agencies), school trips and equipment such as books bags and bottles.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider