

Pupil premium strategy statement- Market Weighton Infant School

This statement details our school's use of pupil premium funding for the 2024 to 2025 academic year 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	Market Weighton Infant School
Number of pupils in school	240 (R,Y1,Y2)
Proportion (%) of pupil premium eligible pupils	16% October 2024
Academic year that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	S Kay-Wood
Pupil premium lead	S Kay-Wood
Governor lead	N Lazenby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,210

Part A: Pupil premium strategy plan

Statement of intent

At Market Weighton Infant School, 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. We aim to provide firm foundations which can be further built upon, through high-quality teaching to enable all pupils to develop their full potential and become active, socially responsible citizens of the future.

Our ultimate objectives are:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between our disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally.
- Ensure all pupils become fluent readers, with good understanding.
- Develop the confidence in pupils to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high quality CPD to ensure all pupils access effective quality first teaching.
- Maintain a strong ethos of inclusivity.
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work, 1:1 tuition and additional support in / out of class.
- Ensure all pupils have access to a wide range of opportunities and first-hand experiences.
- Provide appropriate nurture and wellbeing support to enable all pupils to thrive.

This is not an exhaustive list and strategies will change and develop based on the needs of individual pupils.

We are committed to a 'quality- first' approach to teaching as this will benefit every child in the school, not just the disadvantaged children. Our approach is informed by a range of rigorous, regular assessments and observations. We have a whole school approach where the responsibility for the outcomes of disadvantaged children is a priority for everyone.

Challenges

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

Challenge number	Detail of challenge
1	Starting Point: A number of disadvantaged children enter EYFS well below age related expectations in all/many areas of learning. This can impede their chances of a Good Level of Development by the end of EYFS.
2	Communication and language: Speech, language and memory skills, including limited vocabulary, of PP children are lower than expected, which can impact upon their ability to attain age expected skills in reading, writing and mathematics by the end of KS1.
3	Social and Emotional Needs: The emotional well-being and behaviour of a proportion of disadvantaged pupils is impacting upon their capacity to access the curriculum to their fullest potential and subsequently achieve.
4	Special Educational Needs: A large proportion of our disadvantaged pupils have additional learning needs as evidenced by their Education, Health & Care Plan or our in-house assessments and observations.
5	Attendance: Attendance and/or punctuality for some pupils eligible for PP is below average.
6	Lack of routine and stability: Lack of routine varies from sleep, nutritional food, online safety, managing behaviour, split living arrangements and mobility of family dynamics. The external social, emotional and behaviour needs within the family impacts on the learning and outcomes of the child when in school
7	Parental Support and Engagement: Support and engagement is an issue in some families of disadvantaged pupils, both in and out of school. Some parents need support with a variety of family needs, e.g. housing, finance, access to health & mental health.

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.

PP = Pupil Premium

Intended outcome	Success criteria
EYFS Good Level of Development (GLD) for PP-eligible pupils in line with or above the PP national average	Percentage PP children achieving GLD = or > 52% (national average, 2023)

Y1 Phonics for PP-eligible pupils at or above the national average for PP pupils	Percentage meeting expectations of Phonics Check = or > 68% (national average, 2024)
Expected level in reading at the end of KS1 for PP-eligible pupils at or above national average for PP pupils	Percentage meeting expected level in reading = or > 54% (national average, 2023)

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a team of expert teachers of reading through refresher training for all teachers and teaching assistants (Read, Write, Inc).	EEF Improving Literacy In Key Stage 1 : Point 3- Effectively Implement a Synthetics Phonics programme	1,2,3,4
Provide enough trained staff to be able to teach phonics in small groups differentiated by ability.		
Purchase Read Write Inc books and resources for school and home use.		
Monitor the effectiveness of the new Read Write Inc scheme and continue the professional development cycle to ensure the impact.		
Upskills teachers and teaching assistants in the management of children's social,	EEF Improving Behaviour in Schools	3

emotional and behavioural needs.		
Staff to use Tapestry to inform parents about their child's education and promote learning at home.	The EEF identifies parental involvement as having up to 4 months added progress for children.	7

Targeted academic support

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Respond to phonics monitoring and assessment by grouping children for small group catch-up phonics and one to one reading interventions, to ensure teaching can be targeted for accelerated progress.	EEF Improving Literacy In Key Stage 1 : Point 3- Effectively Implement a Synthetics Phonics programme	1,2,3,4
Vocabulary instruction that explicitly draws pupils' attention to words and their meanings through small group story-telling sessions.	EEF: Communication and Language	1,2,3,4
Targeted break time / sensory room support for vulnerable pupils to build positive play experiences.	Up to 4 months added progress for social and emotional learning programmes (Social & Emotional Learning – Teaching & Learning Toolkit) leading to improved behaviour.	3

Wider strategies

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sessions with Emotional Literacy Support Assistants to promote wellbeing and social skills through therapeutic approaches; train a fourth ELSA.	EEF Improving Social and Emotional Learning in Primary Schools	3, 5, 6
Children Centre workers to provide workshops for parents each half-term and to provide monthly drop in support sessions for parents.	EEF finds that parental engagement has a positive impact of 4 months additional progress.	5, 6,7

Total budgeted cost: £48,000

Part B: Review of previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

EYFS Good Level of Development (GLD) for PP-eligible pupils above the PP (Pupil Premium) national average
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Although our result was lower than national for 2024, all children made good progress from their individual starting points. PP pupils continue to receive additional support to help them to catch up to their peers.

Y1 Phonics for PP-eligible pupils at or above the national average for PP pupils

Our target for the number of PP- eligible pupils meeting the expected level of the phonics check was 69% to match the 2023 PP national. Our actual PP result for 2024 was 42% which was significantly lower than our school result of 81%. However, PP pupils made good progress from their starting points and continue to receive additional support.

Expected level in reading at the end of KS1 for PP-eligible pupils at or above national average for PP pupils
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Our target for the number of PP-eligible pupils meeting the expected level in reading at the end of KS1 significantly exceeded the national average with all PP pupils meeting the expected level in reading.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
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Contributed to providing small group tuition for the teaching of phonics for the lower achieving children.

The impact of that spending on service pupil premium eligible pupils

Observations showed that this enabled children to take an active part in phonics lessons and to make good progress.