

Pupil premium strategy statement- Market Weighton Infant School

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2023 to 2024 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	234 (R,Y1,Y2)
Proportion (%) of pupil premium eligible pupils	13%
Academic year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£63,930
Recovery premium funding allocation this academic year	£8,523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,453

Part A: Pupil premium strategy plan

Statement of intent

To enable as many reception PPG children as possible to reach a good level of development in the EYFS profile.

To enable as many Y1 PPG children as possible to reach the expected standard in the Phonics Check.

To enable as many Y2 PPG children as possible to reach age related expectations in reading.

To identify and support children to achieve greater depth in reading where there is the potential to do so.

To narrow the attainment gap between PPG and non-PPG children.

To support children in the self-regulation of their behaviour to enable them to follow instructions in their lessons.

To give PPG children greater opportunity to engage in rich learning experiences to increase their cultural capital in line with their peers.

To support the PPG children to develop greater self-belief, resilience and confidence.

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	A large proportion of our disadvantaged pupils have social and emotional needs and this can affect their behaviour, confidence and/or level of concentration.
2	A large proportion of our disadvantaged pupils have additional learning needs as evidenced by our assessments and observations.
3	A large proportion of our disadvantaged pupils have limited parental support at home to extend learning opportunities, develop vocabulary and access real life experiences which sharply contrasts with other children who receive extensive home learning experiences.

4	Assessments, observations and reading sessions with children show that disadvantaged children generally have greater difficulties with phonics and reading than their peers, along with evidence in their reading records, suggesting they generally have minimal parental support with reading at home.
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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 > 53% (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 > 69% (national average) 2023
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: £25,000

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	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 behavioural needs.	EEF Improving Behaviour in Schools	1

Targeted academic support

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Respond to phonics monitoring and assessment when 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	2, 4
Vocabulary instruction that explicitly draws pupils' attention to words and their meanings through small group story-telling sessions.	EEF: Communication and Language	3
Vocabulary instruction that explicitly draws pupils' attention to words and their meanings through walks into the local community.	EEF: Communication and Language	3

Wider strategies

Budgeted cost: £25,000

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	EEF Improving Social and Emotional Learning in Primary Schools	1
Establishment of a nurture group to enable pupils to access the curriculum and improve their social and emotional skills as well as behaviour	EEF Behaviour Interventions	1

Total budgeted cost: £75,000

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 2022 to 2023 academic year.

EYFS Good Level of Development (GLD) for PP-eligible pupils above the PP (Pupil Premium) national average

Our target for a GLD was 57% to match 2019 Pupil Premium national. Our actual PP figure was 18% compared to the 2023 Pupil Premium national of 52%. Although our result was lower than national for 2023, all children made good progress from their starting points. Over half of this group of 13 children (55%) were summer term birthdays and 31% had additional special needs which are contributing factor to the results.

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 71% to match the 2019 Pupil Premium national. Our actual Pupil Premium result for 2023 was 100% which was 31% higher than the 2023 national average for PP-eligible children at 69%. This means that our PP-eligible pupils did better than our non-PP-eligible pupils who still achieved higher than national at 87%.

Expected level in reading at the end of KS1 for PP-eligible pupils at or above national average for PP pupils

Our target for the number of PP-eligible pupils meeting the expected level in reading at the end of KS1 was 62% which would have met the 2019 average. However, the national average was lower than 2019 levels at 54% and our school result was 53% meaning that we were broadly in line with national.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Contributed to providing small group tuition for the teaching of phonics for the lower achieving children.
What was 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.