

Pupil premium strategy statement – Forefield Infant School

This statement details Forefield Community Infant and Nursery’s use of pupil premium 2023 to 2024 academic year) 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
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Beverly Roberts
Pupil premium lead	Vanessa Buckley
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 53760

Part A: Pupil premium strategy plan

Statement of intent

- At Forefield Community Infant and Nursery School we have high aspirations and ambition for all children. We feel that it is integral to our teaching and learning that all children should reach their full potential.
- To reach full potential, it is important that the necessary skills and values are embedded, to achieve and succeed in life.
- Our pupils eligible for Pupil Premium may face barriers specific to reaching their full potential. Forefield Community Infant and Nursery School strives to support and guide our pupils to overcome these barriers.
- Our curriculum is rich, varied and designed specifically to offer enhanced opportunities which enrich the experiences of our pupils
- We believe that it is the right of all children to have the very best start to their educational journey no matter what their circumstances and starting point.
- Being a nursery and infant school, we acknowledge the vital importance of the Early Years in promoting the education and well-being of the whole child and hold this in high regard.
- Our strategy is integral to wider school plans for educational recovery, notably in its targeted support through the school led tutoring programme for pupils whose education has been worse affected, including non - disadvantaged pupils.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.
- The approaches that we have chosen aim to ensure that all pupils fulfil their potential.
- We will ensure disadvantaged pupils are challenged in the work that they are set.

We act early to intervene at the point that need is identified

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Nursery and Reception. Baseline assessments and observations indicate that this is more prevalent among our disadvantaged pupils than their peers.
2	Assessment and observations indicate that disadvantaged pupils have greater difficulties in gross motor and physical development in Reception than their peers. This can impact on writing skills.

3	Internal assessments in Year One indicate that pupils eligible for Pupil Premium are demonstrating barriers linked to phoneme grapheme correspondence which impacts reading and writing attainment at the end of Key Stage One
4	Internal assessments indicate that in Year One maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils compounded by dual/multiple vulnerability
5	Internal assessments in Year Two indicate that pupils eligible for Pupil Premium are demonstrating barriers linked to phoneme grapheme correspondence and have not yet completed the phonics programme
6	Attendance of disadvantaged pupils is lower than non-pupil premium pupils

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
<p>1. Expressive and receptive language will improve for children in Early Years and Year One eligible for EYPP and PP</p> <p>Children requiring speech and language intervention and support will have access to in school speech and language assessment via school's private Speech and Language Therapist in Early Years and Year One</p>	<p>Assessments and observations in EYFS and Year 1 indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence linked to the school's robust and timely monitored intervention.</p> <p>In EYFS children working below ARE in communication and language make good progress relative to their starting point.</p>
<p>2. Improved physical development among disadvantaged pupils</p>	<p>Assessments and observations indicate significantly improved physical development among disadvantaged pupils. This is evident when triangulated with other sources of evidence linked to the school's robust and timely monitored intervention.</p> <p>In EYFS and KS 1 children working below ARE in Physical Development specifically gross motor make good progress relative to their starting point.</p>
<p>3. Improved reading attainment among disadvantaged children to meet ARE by the end of the year.</p>	<p>To demonstrate an increase of pupils eligible for Pupil Premium meeting or exceeding age-related expectations compared to on entry to year group.</p>
<p>4. Improved writing attainment among disadvantaged children to meet ARE by the</p>	<p>To demonstrate an increase of pupils eligible for Pupil Premium meeting or exceeding age-</p>

end of their current year group and end of phase.	related expectations compared to on entry to year group.
5.Improved maths attainment among disadvantaged children to meet ARE by the end of EYFS and KS1.	To demonstrate an increase of pupils eligible for Pupil Premium meeting or exceeding age-related expectations compared to on entry to year group.
6.Meeting the standard of the phonics screener in Year 2 for those who did not meet this standard at the end of Yr1.	Most pupils eligible for Pupil Premium will meet the expectation of the phonics screener by the end of Key Stage
7.Meeting the standard of the phonics screener in Year 1	50% of pupils eligible for Pupil Premium will meet the expectation of the phonics screener by the end of Year One
8.To achieve and sustain improved attendance for our disadvantaged children	Sustained high attendance for 2024/2025 demonstrated by: The overall attendance of disadvantaged pupils will be in line with the attendance of non-disadvantaged pupils and close to the school's ambitious target of 97%

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

Budgeted cost: £ 49,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic and synthetic approach to phonics including the deployment of TA's for daily phonics lessons. Teachers teaching PP children at lowest starting point in KS 1	Phonics approaches have a strong evidence base indicating a positive impact on pupil's language skills particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics Toolkit Strand Education Endowment Foundation EEF	3,4,6,7
Parent Workshops in phonics to support parental engagement in children's learning. Personal invitations to	Phonics approaches have a strong evidence base indicating a positive impact on pupil's language skills particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be	3,4,6,7

parents of pupils eligible for PP.	more effective when delivered as regular sessions over a period up to 12 weeks Phonics Toolkit Strand Education Endowment Foundation EEF	
Additional TA Support to deliver Phonics Intervention in KS 1	Phonics approaches have a strong evidence base indicating a positive impact on pupil's language skills particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics Toolkit Strand Education Endowment Foundation EEF	3,4,6,7,
NEFR Maths Research Project -First Class Number	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
White Rose Maths scheme to support cognitive skills and to support cognitive load in early number acquisition and mastery of number.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5
Additional TA to support and deliver intervention in Mathematics in KS 1	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	5

Targeted academic support

Budgeted cost: £ 3780

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Private SALT to focus support linked to assessment and monitoring of individual SALT programmes	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Systematic and synthetic approach to phonics including the deployment of TA's	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4,6,7
Additional intervention linked to gross and fine motor via intervention in Early Years	There is evidence that physical activity has benefits in terms of physical development, health and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2

Wider strategies

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number (s) addressed
PESC will support families to engage with	Schools should be optimistic about the potential of working with parents https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-	8

<p>school and support using approaches and programmes which aim to develop parenting skills, encourage parents to support their children with, for example reading or homework and provide a listening ear for parents who are in crisis</p>	<p>parents/EEF Parental Engagement Summary of recommendations.pdf?v=1732449675</p>	
<p>PESC will support pp/disadvantaged children via 'time to talk' sessions in the Rainbow Room</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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	8
<p>ELSA TA'S to deliver social groups and provide individual social and emotional support as identified through assessments</p>	<p>Social and emotional learning (SEL) 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	8
<p>Funding of extra-curricular activities for pupils eligible for PP from Reception to Year 2</p>	<p>There is evidence that physical activity has benefits in terms of physical development, health and wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	8

Total budgeted cost: £ 53,760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Expressive and receptive language will improve for children in Early Years and Year One eligible for EYPP and PP Children requiring speech and language intervention and support will have access to in school speech and language assessment via school's private Speech and Language Therapist in Early Years and Year One.

Assessments and observations in EYFS and Year 1 indicate significantly improved oral language among disadvantaged pupils. This can be seen in EYFS children working below ARE on entry to EYFS in communication and language make good progress relative to their starting point. This can be seen in the school's data collection and WellComm data. There is on-going need to narrow the vocabulary gap and ensure that pupils eligible for Pupil Premium develop their language skills in order to access the whole of the curriculum. 100% of pupils eligible for Pupil Premium achieved GLD in Listening and Attention and in Speaking 100% achieved GLD.

Improved physical development among disadvantaged pupils.

An emphasis on intervention to support fine motor within Early Years. This can be seen in the school's data collection throughout the year and the end of EYFS achievement in Physical Development. In Gross Motor 100% of pupils eligible for Pupil Premium achieved GLD with 89% of pupils achieving GLD in Fine Motor

To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils

Sustained high levels of well-being from 2023-2024 demonstrated by: Elsa assessment, a high participation in enrichment activities particularly among our disadvantaged pupils.

In Reception of those Pupils eligible for Pupil Premium who were assessed, 100% attended Elsa Intervention. In Key Stage 1 of those Pupils eligible for Pupil Premium who were assessed, 100% attended ELSA Intervention.

In Key Stage 1 100% of Pupils eligible for Pupil Premium participated in enrichment activities and all graduated from Children's University.

Improved reading writing and maths attainment among disadvantaged children to meet ARE from entry and on exit of year group.

This was monitored throughout the year by the school's internal data recording system. Evidence of impact can be seen in the school's data collection each term. The focus on the use of a systematic and synthetic approach to phonics including the deployment

of Support Staff for daily phonics lessons demonstrated impact in those children meeting the standard of the phonics screener check by the end of Key Stage 1, with teachers teaching children with the lowest starting point. At the end of Year 1 100% of pupils eligible for Pupil Premium met the required standard of the Phonics Screening Check. In Year 2 89% of pupils eligible for Pupil Premium met the required standard of the phonics screening check.

The use of additional support staff during English Lessons to support children eligible for PP with writing and to accelerate progress. Listening to pupils eligible for Pupil Premium by teaching staff 3 times a week supported accelerated progress in reading. In Mathematics targeted intervention supported pupil's eligible for Pupil Premium to make good progress relative to their respective starting points.

Emotional well-being support.

PESC offered support to pupils and families linked to attendance and wellbeing. The effort to achieve and sustain improved attendance by the end of year was a key priority. By the end of year attendance was 92.9% for pupils eligible for Pupil Premium and 92.3% for pupils eligible for Free School Meals. This is compared to 95.1% attendance for all other pupils. The support offered ensured that Pupils eligible for PP and their families were supported to attend school in times of challenge through welfare visits and support to and from school.

Attendance at extra-curricular clubs will improve wider experiences

Every effort was made to ensure that disadvantaged pupils were able to access wider experiences linked to attendance at extra-curricular clubs held at school. These were arranged at the start, middle or end of the school day so as to maximise participation. The number of pupils eligible for Pupil Premium who graduated from Children's University was 100% compared to 100% of all other pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment

