



# Woolston Infant School

## Pupil Premium Strategy 2024-2025

*First Year of Three-Year Plan*

# Pupil premium strategy statement – Woolston 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Simon Arthur
Pupil premium lead	Harriet Jenkins
Governor / Trustee lead	D Halladay

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 56,946
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£ 56,946

# Part A: Pupil premium strategy plan

## Statement of intent

At Woolston Infant School we believe that **everyone** matters, and this ethos is at the heart of all our decision-making processes. Our expectations are that all members of our school community are 'ready, safe and kind', and follow our school values of kindness, cooperation, perseverance, tolerance and achievement. All staff are committed to meeting the needs of **every** child so that they make good or better progress – academically, socially, emotionally or personally. Our ambition is that everyone can achieve because we have high aspirations for all – irrespective of starting point, background or challenges faced. It is with this in mind that we consider how to utilise our Pupil Premium Grant (PPG).

Research conducted by the Education Endowment Foundation (EEF) indicates that high quality teaching is vital to closing the attainment gap. We believe that excellent teaching by all our staff will ensure that every child receives the best possible education, and this is not just those in receipt of the PPG. We aim to embed a whole-school approach with all staff taking responsibility for the achievement of pupils in receipt of the PPG. Teaching staff are involved in the analysis of data and identification of pupils' needs so that every child has access to the curriculum, and that attainment gaps close.

We understand that needs and costs will differ depending on the challenges to learning being addressed. As such, we do not automatically allocate personal budgets per pupil eligible for PPG. Instead, we identify the challenges to be addressed, and the interventions required, whether in small groups, larger groups, the whole school or as individuals, and allocate funds accordingly.

*Our principles are key to maximising the use of the PPG. Our principles are as follows:*

- Meeting the needs of all pupils through outstanding teaching and a culture of high expectations for all.
- When making provision for pupils eligible for PPG, recognising that not all of those pupils will be socially disadvantaged.
- Closing the attainment gap between pupils eligible for PPG and their peers.
- Providing targeted academic support for pupils who are not making the expected progress.
- Addressing non-academic barriers to attainment such as attendance, behaviour and well-being.
- Ensuring that we continue to develop our curriculum offer so learning is irresistible to all pupils.
- To ensure that meaningful and necessary adaptations are made to lessons so that all pupils can be successful.

- Providing opportunities for staff to benefit from targeted professional development that will have the greatest impact on pupils.

Our ultimate objectives are to narrow the attainment gap between pupils eligible for Pupil Premium and pupils not eligible for PPG both nationally and within the school to ensure all pupils in school make accelerated progress in order to reach the expected standard at the end of EYFS and KS1.

### School Context

- Woolston Infant School is a two-form entry Infant school situated on the east side of Southampton and part of the Hamwic Education Trust.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Communication and language:</u></b></p> <p>Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps on entry. 45% of children were baselined in Reception at the expected standard for Communication and Language in October 2024.</p>
2	<p><b><u>Attendance:</u></b></p> <p>In 2023-24 attendance of children in receipt of PPG was 92.1% (2% below pupils not eligible for PPG), PA for PP children was 26.2% (10% above their peers, 6% above National). Punctuality was also lower, with pupil premium pupils' lateness at 1.9% compared to 0.2% of pupils not eligible for pupil premium.</p>
3	<p><b><u>Attainment and progress in Maths:</u></b></p> <p>Internal assessments indicate that Maths attainment amongst disadvantaged pupils is lower than non-disadvantaged pupils. At the end of Year 1 50% of pupils in receipt of the PPG were assessed as at ARE for Maths, compared to 75% of the cohort being at ARE. National for Maths at the end of KS1 was 72% in 2023.</p>
4	<p><b><u>Barriers to fluency in Reading:</u></b></p> <p>Research by the NLT (2023) has shown that 1 in 5 families were buying fewer books for their children, increasing to 1 in 3 parents who were struggling to purchase books due to the cost-of-living crisis. Furthermore, internal data and pupil conversations show that pupils in receipt of the PPG have fewer opportunities to read at home.</p>

## 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>To improve oral language skills and vocabulary development throughout the curriculum.</p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>• This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• End of Early Years outcomes will be in line or above National in Communication and Language.</li> <li>• The implementation of a curriculum for oracy.</li> <li>• Stem sentences are embedded throughout the wider curriculum.</li> <li>• Clubs and trips (cultural capital) will continue to develop communication and language.</li> </ul>
<p>To improve, and to sustain improvements, to attendance and punctuality for all pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance of PP pupils will be in line with National expectations (95%) or above by Summer 2025.</li> <li>• Punctuality will improve so that children in receipt of PPG are in line with their peers.</li> <li>• Regular meetings take place once pupils' attendance is below 91% to support families to improve attendance and overcome any unknown barriers.</li> </ul>
<p>Consistent and high-quality teaching is implemented in Maths across the school, leading to improved outcomes for all pupils.</p>	<ul style="list-style-type: none"> <li>• Mastering Number is implemented in every classroom. All adults receive the necessary training.</li> <li>• High quality, consistent teaching enables all pupils to keep up with the pace of teaching and achieve expected outcomes or better.</li> <li>• Mastering Number lessons are taught consistently, and with fidelity to the scheme. This is seen through observations, book looks, and pupil/staff voice.</li> <li>• Outcomes at the end of KS1 and EYFS are at least in line with National.</li> </ul>

	<ul style="list-style-type: none"> <li>• Observations and pupil conversations indicate an application of higher level mathematical vocabulary and stem sentences.</li> </ul>
To continue to achieve accelerated progress of Pupil Premium pupils in phonics and reading fluency.	<ul style="list-style-type: none"> <li>• Gaps in pupils' knowledge are identified early in order to set up targeted support and intervention.</li> <li>• Excellent teaching will raise attainment of all pupils in Phonics and Reading throughout the school.</li> <li>• End of KS1 Reading outcomes will be in line with/ or above National.</li> <li>• The PSC results for children in receipt of PPG will be at least National or better.</li> <li>• The ELGs for Word Reading and Comprehension will be at National or above for children in receipt of PPG.</li> <li>• Reading records show that children eligible for PPG read at least three times a week.</li> </ul>

## 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: £ 29500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve oracy and extend children's understanding and use of vocabulary through quality first teaching across the curriculum.	<p>Baseline assessments show that several children have underdeveloped communication and language skills upon entry. 55% of the current Reception cohort have been assessed as off-track for Communication and Language.</p> <p><i>EEF Preparing for Literacy report suggests language provides the foundation of thinking and learning and should be prioritised.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/</a></p>	1, 2, 3, 4

<p>Deputy headteacher time to monitor and provide ongoing staff training, support and challenge in delivering Little Wandle reading practice sessions and reading comprehension strategies across school.</p> <p>Analysis of assessment will allow early identification of those who may need further interventions to ensure they don't fall behind.</p>	<p>In 2023-24, 72% of Pupil Premium pupils were successful in achieving the phonics pass mark, whereas the year group's average pass rate was 94.5%.</p> <p>Effective monitoring to ensure standards are consistent and meet school expectations to ensure good outcomes for all pupils.</p> <p><i>What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Annual Reports/EEF Key lessons learned.pdf">https://educationendowmentfoundation.org.uk/public/files/Annual Reports/EEF Key lessons learned.pdf</a></p>	<p>1, 2, 4</p>
<p>ERL to provide regular on-going coaching, monitoring and CPD for teachers and support staff delivering Little Wandle keep up and catchup programmes.</p>	<p>High quality CPD for staff is essential. This is provided during staff meetings and Inset days. Reading and maths are standing items during all meetings, enabling further effective and bespoke improvements for all staff.</p> <p>Personalised coaching and support within the classroom, setting small but specific targets will help develop teachers practice which in turn will have a greater impact on pupil's outcomes.</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>	<p>1, 2, 4</p>
<p>Maths leader to implement mastery approach to teaching maths and the mastering number programme ensuring regular monitoring and</p>	<p>Evidence shows pupils who are fluent and have automacity with number and basic operations achieving better in maths.</p> <p><i>NCETM mastery approach to reaching mathematics:</i></p> <p><a href="https://www.ncetm.org.uk/classroom-resources/cs-school-sees-better-results-through-teaching-for-mastery/">https://www.ncetm.org.uk/classroom-resources/cs-school-sees-better-results-through-teaching-for-mastery/</a></p> <p><i>Ofsted mathematical review:</i></p>	<p>1, 2, 3</p>

analysis has impact on pupil outcomes and progress.	<a href="https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report#recommendations">https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report#recommendations</a>	
Bespoke coaching of all staff provided by SLT, to improve consistency of pedagogical approaches.	Research tells us that high quality teaching can narrow the disadvantaged gap.  <i>Education Endowment Foundation: Effective Professional Development</i> <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>	1, 2, 3, 4
Professional development meetings. These are professional development opportunities to further refine high quality teaching habits so all lessons that are of high quality.	Ensure all staff are aware of effective strategies that allow all pupils to engage in purposeful talk in classes. Professional development meetings, partnership working and monitoring of the implementation of the curriculum and its intent by senior leaders and subject leaders to meet the needs of Pupil Premium pupils.  <i>Good teaching is the most important lever schools have to improve outcomes for Pupil Premium pupils.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>	1, 2, 3, 4
Class teachers are acutely aware of the pupil premium children in their classes and adapt their teaching to the needs of those pupils. Pupil progress meetings take place half-termly to address any children's barriers if they are at risk of falling behind.	Ensure teachers are tracking pupil premium pupil's progress accurately and adapting teaching to ensure they meet their current needs so that they make excellent progress.  <i>Early intervention has been shown to have a positive impact on pupil's progress.</i> <a href="https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=130&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=130&amp;s=">https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=130&amp;t=Teaching%20and%20Learning%20Toolkit&amp;e=130&amp;s=</a>	1, 2, 3, 4
ERL to deliver workshops training designed to upskill staff, volunteers and parents on how	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes general approaches which encourage parents to support their children with, for example reading or homework.	1, 2, 4



<p>to read with children. ERL to monitor the impact of this on pupil outcomes.</p>	<p>DfE state schools which have a consistent approach achieve good results.</p> <p>EEF state parental engagement can support children's learning and make accelerated progress of +3 months over a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#:~:text=Parents%20play%20a%20crucial%20role,t he%20course%20of%20a%20year.">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents#:~:text=Parents%20play%20a%20crucial%20role,t he%20course%20of%20a%20year.</a></p>	
<p>Develop whole class reading strategies to build fluency and comprehension skills.</p>	<p>Through pupil conversations, the lack of exposure to reading and higher order vocabulary in the home impacts children's understanding and comprehension. Echo and choral reading help develop fluency and understanding of high-quality texts.</p> <p><i>Education Endowment Foundation:</i>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say">https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</a></p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 14500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure staff deliver the Little Wandle phonics scheme effectively and with fidelity. This includes: rapid-catch-up, SEND programme and blending catch-up.</p> <p>ERL's time to deliver and monitor teaching and interventions.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><i>EEF states the average impact of the adoption of phonics approaches is about an additional five months progress over the year</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 4</p>

SALSA support / speech and language LSA	Targeted small group or individual support for children with SALSA needs. Bespoke speech and language programmes will support pupils in developing communication skills.	1, 2, 4
Small group high-quality interactions to develop communication and language.	Attuned and responsive adults are essential for good Early Years practice. 55% of children in Reception were baselined as off-track for Communication and Language. High-quality interactions with an adult modelling serve and return interactions will support children to develop turn-taking as well as to increase their vocabulary and knowledge of sentence structure for speaking.  <i>Education Endowment Fund</i> <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years">https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years</a>	1, 2
Motor skills group to support Gross Motor physical development	Gross motor skills provide the foundation for developing healthy bodies and children's social and emotional well-being. Gross motor skills are necessary to support children with the skills needed for writing.  <a href="https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills">https://help-for-early-years-providers.education.gov.uk/physical-development/gross-motor-skills</a>  86% of gross motor skills interventions studied by the British Medical Journal showed improvements in children's gross motor development. <a href="https://bmjopensem.bmj.com/content/2/1/e000067">https://bmjopensem.bmj.com/content/2/1/e000067</a>	2

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

Budgeted cost: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Many pupils who are in receipt of pupil premium are those pupils whose attendance and punctuality are below that of their peers. Pupil premium attendance was 92.4% compared to 94.4% for non-pupil premium pupils. Punctuality was also higher than their peers with pupil premium pupil's lateness at 1.9% compared to 0.2% of non-pupil premium pupils.	1, 2, 3, 4

Nurture provision	<p>Social and emotional interventions can improve children’s interactions, decision making skills and self-management of emotions (EEF toolkit). Daily nurture provision will have a positive impact on children’s mental wellbeing as well as supporting the development of strategies for self-regulation and resilience.</p> <p><a href="https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf">https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</a></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>	1, 2, 3, 4
Sensory circuits to increase sensory processing and integration – improving attention and readiness for learning.	<p>Evidence has shown that participation in a short sensory motor circuit is an effective way both to energise and settle pupils into the school day. Sensory circuits aim to focus concentration and encourage the development of sensory process skills thus impacting on children’s behaviour and readiness to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-lets-get-physical">https://educationendowmentfoundation.org.uk/news/eef-blog-lets-get-physical</a></p>	1, 2, 3, 4
Extracurricular clubs are provided free of charge to ensure access and attendance.	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable and that the value of arts participation should be considered beyond maths or English outcomes</p>	1, 2
Provide curriculum hooks and experiences for our disadvantaged pupils in school. Pupil premium children have access to all enrichment opportunities.	<p>Support for cost of enrichment trips and events at school. Spaces made available and funded by the school for after school clubs and other activities to ensure all pupils have enrichment opportunities and experiences to support their development.</p>	1, 2
ELSA	<p>Pupils eligible for PPG may experience personal or social needs that impact on academic attainment.</p>	1, 2, 3, 4
School uniform grants	<p>To enable all our pupils to feel a sense of belonging to our school, uniform grants are made available to families in receipt of pupil premium funding.</p>	2
Ensure Pupil Premium pupils have	<p>EEF states that the impact of having a before school breakfast club can have a positive impact of +2 months</p>	1, 2, 3, 4

<p>access to the Breakfast Club to improve attendance and ensure pupils start the day engaged through a healthy breakfast, social interaction and learning support.</p>	<p>progress over the academic year. Pupil behaviour also improved in those attending breakfast clubs.</p> <p>In school, teachers state that those children who attend breakfast club come into class more settled and ready to learn.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfastm">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfastm</a></p>	
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**Total budgeted cost: £ 57,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### End of KS1 and Phonics

	All	Pupil Premium	National
Phonics	94.9	72.7	80
	All	Pupil Premium (All)	
Reading	76.2	73	
Writing	62.7	59	
Maths	74.5	73	

#### End of EYFS

Area of Learning	(All)	PP	National
GLD	67.8	50	67.7
C&L	83.1	68.7	79.3
L,A&U	83.1	80	81.6
S	84.7	80	82.4
PSED	84.7	73.4	82.9
SR	86.4	80	84.7
MS	88.1	80	86.8
BR	89.8	90	87.9
PD	88.1	75.6	84.8
GMS	91.5	90	91.6
FMS	91.5	90	85.6
Literacy	72.9	54.5	70
C	81.4	70	80.2
WR	83.1	70	76.3
W	74.6	70	71.4
Maths	79.7	63.3	77.1
Numbers	79.7	70	78.7
Numerical patterns	79.7	70	78.3

#### Intended Outcomes from 2023-24

1. To improve the vocabulary and language development of all pupils: *For Communication and Language, the majority of children eligible for PPG in were with their peers – 80% for Speaking, 80% for Listening, Understanding and Attention. However, this lowered to 68.7% for the number of children in receipt of PPG who achieved both ELGs.*

2. To ensure accelerated progress of Pupil Premium pupils in phonics and reading: *The impact of the previous strategy's focus on Early Reading is evident – Woolston Infant School pupils (those in receipt of PPG and those not in receipt of PPG) are significantly above National. 84.6% of 'home grown' children in receipt of PPG passed the PSC. Mobility within this cohort did affect the overall PP pass rate, and steps have been put in place to ensure a 'triage' service for any new children to the school, to ensure a swift baseline is in place.*
3. To improve pupils' mental health by facilitating opportunities to increase their resilience and the development of strategies for self-regulation: *80% of pupils in receipt of PP in EYFS achieved the ELG in Self-regulation, however, 73.4% of pupils eligible for PP achieved the three ELGs for PSED. The school proactively works with MHST, with both pupils and families, to ensure that identified are addressed swiftly. This is why the number of MHST referrals increased in the year 2023-24.*
4. To ensure that all pupils are punctual and that all pupils have an attendance of 95% or above: *Attendance for pupils in receipt of PPG was 92.1% for 2023-24 (2% below their non-PP, and 1% below National), PA for PP children was 26.2% (10% above their peers, 6% above National). Punctuality was also lower, with pupil premium pupils' lateness at 1.9% compared to 0.2% of non-pupil premium pupils. This remains an on-going target.*
5. Pupils in receipt of the PPG to have access to a range of experiences and opportunities to increase their personal development: *100% of pupils eligible for Pupil Premium were offered a free club, and support was available to fund school trips if required.*

## 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
CPOMS	CPOMS Systems Limited
Little Wandle	Little Wandle Letters and Sounds revised
Mastering Number	NCETM
Ukulele lessons	Southampton Music Hub

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A