

Princethorpe Nursery and Infant School Pupil Premium Strategy 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	Princethorpe Nursery and Infant School
Number of pupils in school	138 (Years R-2)
Proportion (%) of pupil premium eligible pupils	46.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (Year 1 2024-2025)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	E. Masterson
Pupil premium lead	G. Rothwell
Governor / Trustee lead	D. Peters

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,440

Cohort Context

Characteristic	Number in the group	Percentage of group
Boys	75	54.4%
Girls	63	50%
SEND support	25	24%
EHC plan	2	1%
EAL	39	28%
LAC	2	1%

Pupil Premium by year group

Characteristic	Number in the group	Percentage of group
----------------	---------------------	---------------------

Reception	25	52%
Year 1	10	31%
Year 2	29	50%

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) and Recovery premium funding by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Closing the attainment gap due to lost learning and early diagnoses/ intervention during the Pandemic
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	High social mobility
2	Poor attendance
3	Attainment on entry into school significantly below national expectations
4	Poor literacy skills
5	Significant number of pupils with SEMH needs
6	Significant number of families living in poverty

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
Significantly improve outcomes in English, Maths and writing for disadvantaged pupils.	Gap will close in progress made between PP and non-PP. Work towards national average progress scores in KS1 Reading, writing and mathematics.

Further improve quality first teaching	Leaders to support staff and provide training to develop consistent good teaching across the school. Planning meets the need of all pupils. Reducing class sizes in the teaching of mathematics in Year 2 and using the Head of School to teach a Year 2 writing group with focus on academically improving outcomes. Additional use of AHT to complete phonics daily.
Significant raise attendance of PP children Reduce the number of persistent absences	Attendance of PP children increases and the gap between PP and non-PP narrows. Extremely poor attendance will be challenged and meetings arrangement with Pastoral Care Manager. Pupils to attend school punctually to ensure no missing learning opportunities.
Improved attitudes to learning	SEMH pupils to be targeted to enable them to be ready to learn. Reduction of Stage 3 and 4 behaviour incidents recorded Pupil voice surveys will report that PP children are happy and safe in school
Close the attainment gap between PP and their peers in conjunction with the National Tutoring Fund	Pupils to have small group tutoring to allow them to make accelerated progress against their next steps of learning

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 (for example, CPD, recruitment and retention)		Budgeted cost £29,954
Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and mentoring provided to ensure quality first teaching for all pupils	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.	3
CPD to improve phonics teaching and reading	All relevant staff (including new staff) to receive training to deliver the RWI scheme effectively and to include new phonic books to send home/ share in class. Phonics +5 months EEF	3, 4
Ambitious targets are set for all pupils and progress is tracked throughout the year	Tracking pupil data throughout the year, at key points such as teacher judgements or following summative tests, allows timely interventions to be made	1, 2, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)		Budgeted cost £65,944
Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrowing the attainment gap across Reading, Writing and Maths	EEF (+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. Additionality into Reception to support with early interventions to develop the GLD numbers	3, 4

	Use of additional adult to complete interventions based on Reading(early), Using the AHT to support with Reading, Writing and Mathematics across Key Stage One.	
RWI interventions delivered	Establishing small group interventions for disadvantaged pupils falling behind age related expectations. RWI catch up delivered in Key Stage 1	3, 4
Pupils with significant needs are support in small group interventions outside of the classroom	All children have the right to access education, small group interventions for pupils with specific needs allow children to work towards personalised targets, using appropriate resources and with specialist staff planning the next steps in their learning journey.	2, 3, 4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)		Budgeted cost £19,542
Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop wider curriculum and cultural experiences	Offer a wide range of arts and cultural activities aimed at widening curriculum experiences for disadvantaged students	6
Yoga, dance, football clubs targeted for PP children Mental wellbeing timetabled to provide children with coping strategies and mechanisms	EEF (+4) Social and Emotional Learning including specialised programmes which are targeted at students with particular social or emotional needs.	1, 5, 6
Develop a positive school ethos to behaviour management across the whole school which also aim to support greater engagement in learning	EEF toolkit – Behaviour interventions including whole school positive ethos approaches +4 months	3, 5
Attendance Pastoral care manager to complete first day calls and support families to raise attendance/punctuality	Data shows pupils with highest attendance make the most progress due to increased opportunities.	2

Total budgeted cost: £115,440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Assessment Data

EYFS- Good Level of Development (GLD)				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			21.22	22.23

41%	48%	68%	44%PP-44%AP	41%PP-48%AP
-----	-----	-----	-------------	-------------

Year 1- Phonics Screening Check				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			21.22	22.23
76%	83%	80%	61%PP-67%AP	75%PP-80%AP

75%

Year 2- Phonics Screening Check				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			21.22	22.23
95%	97%	90%	81%PP-85%AP	100%PP-98%AP

End of KS1- % achieving expected standard or above in reading, writing and maths				
Pupils eligible for pupil premium	All pupils	National average	Data from previous years	
			21.22	22.23
62%	58%	57.4%	64PP-66AP	47%PP-49%AP

As the data in the challenges above shows the PP pupils have made positive progress from their starting points, more so in some cases than the non-PP pupils. Whole school teaching strategies such as a Mastery approach to Maths, the implementation of RWI have all contributed to this. Outcomes for PP pupils were also in line.

Highlights include

76% of PP pupils passed their phonics screening test in Year 1 which is a third year of continual improvement. By the end of Year 2 95% of the PP children pass their phonics check.

62% of PP pupils in Y2 achieve expected level in Reading, Writing and Mathematics combined an increase of 15% on the previous year and greater than All Pupils.

At Princethorpe we endeavour to give our children wider experiences after school and over the last academic year all children have had the opportunity to attend the following:

- *Dance club*
- *Gymnastics club*
- *Singing club*
- *Reading and craft club*
- *Lego Club*
- *Art club*
- *Playhouse Theatre x 4*

Data can be seen in the termly Pupil Premium reports created for the trust.

Attendance of PP pupils was 91.7%, whilst below our target measure, it was a 2% increase on the previous year.

Externally provided programmes

Programme	Provider
-----------	----------

Accelerated Reader/MyOn	Renaissance Learning
Learning Village	
WellComm	
Counselling and Creative Therapy	Poppy Fields Creative Therapy
Art Therapy	BCAT
Lego Therapy	Internal
SEMH	Steve Brown Therapy
Assembly – attendance	Assembly Analytics

Further Information

There is a collected responsibility for Pupil Premium children’s progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.

Our priority this academic year is to provide focused individual and small group support using robust analysis of data to maximise the use of resources. Head of School, Senior Learning Mentor and Pastoral Care Manager will continue to offer individual support, to children and families, as needed.