

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Pentland Infant and Nursery School
Number of pupils in school	Reception to Yr 2: 135 (Pre-School to Yr 2): 176
Proportion (%) of pupil premium eligible pupils	24.5%(Rec to Yr2) 10.22% (Pre-school to Yr2)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Kathy Coates-Mohammed Headteacher
Pupil premium lead	Pat Barker Deputy Headteacher
Governor / Trustee lead	Ashraf Mulla

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,520/
Recovery premium funding allocation this academic year	£ 2,175
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	£23,695

Pentland Infant and Nursery School Pupil Premium Strategy Plan

Statement of intent

At Pentland Infant and Nursery School we have high expectations for all pupils in our school, and believe that with excellent teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can make good progress and achieve well, irrespective of their backgrounds or individual challenges.

In order to help achieve this, using assessment data, professional observations and judgements and knowledge and information from parents, we apply an intersectional lens to unpick each child's individual barriers to learning. We make no assumptions about the impact of being eligible for pupil premium. This in turn helps to inform the shaping of interventions and the support offered to children, in order to help them to overcome these challenges and barriers to learning.

We provide a rich and varied curriculum, with creative learning opportunities, which contributes to all our pupils being stimulated and engaged in learning, thereby helping them to make very good progress whilst at Pentland.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.

School leaders at Pentland Infant and Nursery School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson. In this respect, we place a high value on training the whole staff team – teachers and teaching assistants – in order that high quality and consistent approaches are offered to all children to support their on-going progress.

Any disadvantaged children who have 'fallen behind' their peers, with similar starting points, receive frequent intervention and daily support. Responsibility for disadvantaged pupils' outcomes is everyone's within the staff team; staff are expected have high expectations of all children and to act early to intervene at the point any need is identified.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

When making decisions about allocating our Pupil Premium Funding, we have made use of a range of research, such as the Education Endowment Foundation. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in

receipt of Pupil Premium funding. Expenditure is reviewed, planned and implemented throughout the academic year.

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 from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Baseline assessments demonstrate that our children enter school with low scores in Understanding the World. Some of this is based on few wider experiences out of school, whilst much is also attributed to children having a lack of vocabulary (a catch 22 of not having the experiences to stimulate and broaden their word bank).
4	Assessments, observations and discussions with children suggest that disadvantaged children have greater difficulties with mathematical development, in particular in relation to problem-solving and the subject specific vocabulary.
5	Children from disadvantaged backgrounds tend to struggle with reading comprehension skills. This can be at lower levels, but also for those children who are reading fluently and could aim for higher levels of attainment, but do not have a rich diet of reading to draw on to aid their comprehension skills.

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is reflected in EYFS CLL attainment and is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>Improved Phonics Threshold Scores for disadvantaged pupils in Year One (or Two if not achieved in Year One).</p>	<p>Year One phonics threshold pass rate for children eligible for Pupil Premium matches those of their peers in 2024/2025 ** where no complex SEND</p>
<p>UAll pupils are exposed to a breadth of experiences that enable them to contextualise their learning and enhance their vocabulary.</p>	<p>Understanding the World scores for disadvantaged children in the EYFS Profile are raised to 70% in 2024/25. Observations and Assessments demonstrate children have increased knowledge of the world, which they can bring to their discussions, writing and reading.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of EYFS and KS1.</p>	<p>EYFS maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. KS1 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p>
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>KS1 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.</p>

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils, including the purchase of reading books and CPD.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Train the whole staff team in White Rose Maths and purchase workbooks for children, in order to secure stronger and more consistent maths teaching from EYFS to Year 2.</p>	<p>White Rose Maths is based on the mastery learning approach. This sees Subject matter broken into blocks or units with predetermined objectives and specified outcomes. Learners must demonstrate mastery on unit tests, typically 80%, before moving on to new material. Any pupils who do not achieve mastery are provided with extra support through a range of teaching strategies.</p> <p>There is evidence that this teaching approach has a high impact on children's attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of teacher to offer small group and one-to-one tutoring for identified children in Year One and Year Two in reading and writing.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1/2/5
Teaching Assistants to deliver a range of structured interventions for children who need additional phonics, maths, reading and oral language development.	Targeted support by Teaching Assistants trained in particular teaching approaches/interventions are evidenced to have a high impact on children's attainment (higher than just general deployment in classrooms). Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1/2/4/5

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

Budgeted cost: £5,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend the hours of two members of school staff to run a Stay and Play session for children below school age in order to model language and communication and play for learning activities to parents.	It is proven that activities that support parental engagement in their children's learning activities have a good impact on raising children's achievement. Parental engagement EEF (educationendowmentfoundation.org.uk)	1/3/4

<p>Provision of a range of curriculum enrichment visits/visitors in order to enhance children's knowledge of the world, give them wider experiences to draw on in their reading and writing and extend their vocabulary.</p>	<p>We have used this to good effect over the last few years. Children enter with low baseline in Understanding the World and Communication and Language, but results at the end of EYFS and KS1 demonstrate positive progress.</p>	<p>1/3/5</p>
<p>Purchase of class lending library books to widen children's reading diet and ensure that those children without reading materials at home are given additional access to high quality texts. This is to be coupled with parental support for engaging children in dialogue that extends comprehension.</p>	<p>We have previously identified that Pupil Premium children who are at Expected levels struggle to reach Exceeding due to a lack of breadth in reading. Therefore, we have provided additional extended reading materials and intervention to good effect. It allows them to discuss in more detail and make comparisons and references to other texts.</p> <p>Workshops with parents have raised confidence and awareness of how to support reading beyond decoding at home.</p>	<p>5</p>
<p>Provide free places at Breakfast Club.</p>	<p>Children whose attendance and punctuality have been an issue, show increased readiness to learn and are able to take full advantage of lessons from the beginning of the day. They are able to join in with additional activities, which broaden their vocabulary and understanding of the world.</p>	<p>1/2/3/4/5</p>

Total budgeted cost: £23,695

EYPP

Pupil premium funding allocation this academic year		5 children x £300 = £1500
Identified barriers: Understanding of the world, oracy and Physical development		
Identified actions	Success Criteria	Cost
Enhanced outdoor learning environment	Children display higher levels of physical skills, both gross and fine motor, which impact positively on their mark-making and writing skills. A wider range of play equipment allow for experiential learning, which develops their language skills and understanding of the world.	£1,500