

Pupil premium strategy statement – Sholing Infant School

This statement details our school's use of pupil premium (and recovery 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	270
Proportion (%) of pupil premium eligible pupils	17.8%
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)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	Annually
Statement authorised by	Lisa Houghton
Pupil premium lead	Lisa Houghton
Governor / Trustee lead	James Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71 460
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7540
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£79,000

Part A: Pupil premium strategy plan

Statement of intent

Sholing Infant School aims to ensure the highest levels of achievement, personal development and wellbeing for all pupils, irrespective of their background or the challenges they face. To this end, school leaders focus on ensuring that all pupils make excellent progress in reading, writing and mathematics and across all areas of the curriculum.

We aim to use our Pupil Premium funding to make a real difference in achieving this aim and closing any gaps for underperforming groups of children. Closing the gap between disadvantaged children and their peers is a key component of our strategy plan, along with raising standards and raising aspirations for all children.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

At Sholing Infant School, our key principles for our disadvantaged pupils are based on the National Foundation for Education Research - 7 characteristics of schools where disadvantaged pupils consistently do well (2015):

Whole-school ethos of attainment for all - we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning and ensuring that pupils have high levels of attendance and benefit from high quality teaching.

High quality teaching for all

High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, and will also benefit non disadvantaged pupils at our school.

Meeting individual learning needs

Our strategy includes targeted support for individuals to address and overcome specific barriers, whether these are academic, around wellbeing and mental health or behaviour.

Data-driven

Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Accelerated progress must lead to higher attainment within an academic year.

Clear, responsive leadership

We will ensure that disadvantaged pupils are challenged in the work they are set. We will focus on early intervention to ensure that an identification of need is addressed at the earliest possible point. We will adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.

Deploying staff effectively

To prioritise spending, we use a tiered approach, to define our priorities and ensure balance. Our tiered approach comprises three categories:

Teaching – ensuring high quality teaching for all pupils through effective CPD

Targeted academic support – evidence informed interventions delivered by both teachers and TAs. Other wider approaches – addressing non-academic barriers to learning.

Our review process

A Pupil Premium review will take place each year. During the review, we will review the success of each aspect of the strategy, based on evidence, and determine the most effective approach moving forwards. Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed every term at pupil progress meetings (with the head teacher, class teacher and other key staff involved with the class/specific pupils).

During all monitoring by both senior and middle leaders, as well as governors, there is a spotlight upon the progress, quality of work and attainment of pupils in receipt of PPG. The head teacher is responsible for ensuring that the Pupil Premium Strategy is effective.

Throughout the year, provision and impact of the PPG funding will be reviewed in terms of impact for each child at termly progress review meetings.

Accountability

The school publishes its strategy for using the Pupil Premium on the school website. The school publishes a link to the school and college performance tables and the schools' performance tables' page on the school website.

The school has a named governor to monitor the impact of the school's use of PPG funding. Reports on the effectiveness of the spending are shared termly with the governing body.

Challenges

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

Challenge number	Detail of challenge
1	<p>Baseline assessments and observations indicate that entry levels in EYFS in CLL are low for all pupils and particularly low for disadvantaged pupils. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Reception but also carry through to KS1.</p> <p>Vocabulary and spoken language (including comprehension) for disadvantaged pupils is evidenced to be less advanced than for other pupils. A significant number of disadvantaged pupils require speech and language interventions in EYFS.</p> <p>On entry, significant gaps are evident between disadvantaged pupils and others, particularly in CLL and PSE where, in 2022, only 27% of D pupils compared to 67 % of others were on track in the baseline.</p> <p>At the end of EYFS in 2023, the % of disadvantaged EYFS pupils achieving a GLD was above other pupils others, with disadvantaged pupils below other pupils only in UTW, specifically in relation to vocabulary acquisition.</p>
2	<p>Disadvantaged pupils generally have greater difficulties in phonics than their peers, based on our SSP assessment data and their phonic screen data. This negatively impacts their attainment as readers as they progress through KS1</p> <p>In 2023, 58% of disadvantaged pupils in Y1 achieved the standard of the phonic screen compared to 87% of their peers. A strong focus on accelerating the progress of this group will be a 2023-24 priority, particularly with a correlation in this cohort between SEND and disadvantage with 63% disadvantaged pupils having an additional SEND barrier. (63%)</p> <p>Whilst this gap is narrowed by the end of KS1, with 86.4% of disadvantaged pupils achieving a pass by the end of KS1 compared to 91.3% of other pupils, there is still a gap in attainment.</p>
3	<p>Disadvantaged pupils do not achieve in line with other pupils in reading at the end of KS1.</p> <p>In 2023 at the end of KS1, the % of disadvantaged pupils achieving EXS+ increased from the previous year to 68%. This is though significantly</p>

	<p>below other pupils (81.5%). At GDS the % of disadvantaged pupils is below other pupils at 13.6% compared to 24.6%. Pupil conferencing indicates that disadvantaged pupils are more likely to say that they don't enjoy reading and do not read for pleasure. They are also less likely to access reading opportunities at home, based on scrutiny of data.</p> <p>As reading proficiency is the key to learning across all other subjects, we consider developing our pupils as highly competent readers to be our highest priority.</p>
4	<p>Our attendance data indicates that attendance for disadvantaged pupils is lower than for other pupils; in 2023, absence for disadvantaged pupils was 6.8% compared to 4.7% for other pupils. Where disadvantaged pupils have SEND, this is further compounded.</p> <p>Disadvantaged pupils are more likely to be PAs. With 16.3% of disadvantaged pupils in the PA category compared to 9.9% of other pupils. Whilst the absence data for disadvantaged pupils at this school is above that nationally, we recognise that without high attendance, pupils cannot achieve highly.</p>
5	<p>Lack of access to wider and extra-curricular experiences impacts on confidence and associated vocabulary for disadvantaged pupils. This lack of enrichment has been exacerbated by Covid over the past few years, and has been particularly prevalent in our disadvantaged pupils and their families.</p>
6	<p>Disadvantaged pupils in some cohorts, compared to other pupils demonstrate a greater need for support around the non-academic aspects of life in school and beyond, whether in relation to self-regulation, self-esteem or self-confidence. This impacts on resilience and independence in all aspects of school life including the academic. Our current Y2 cohort of disadvantaged pupils include a significant number of pupils for whom support around self-regulation is needed (42%)</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
Improved oral language skills and vocabulary for disadvantaged pupils in EYFS.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment In 2024 outcomes for disadvantaged pupils in CL, UW and the Comprehension ELG will be 85%+ with an increased an % at ARE seen at each assessment point from the baseline data.
Improved phonics outcomes for disadvantaged pupils in both Y1 and at the end of KS1	Phonics target of 90% + achieved in 2024 for Y1 for disadvantaged pupils. 90%+ disadvantaged pupils in Y2 have achieved a pass in the phonic screen by the end of KS1 in 2024. The attainment gap between disadvantaged children and non-disadvantaged reduces at this school by 5% or less at the end of Y1 and Y2
Children's reading outcomes are improved and are comparable to outcomes achieved nationally	The % of disadvantaged pupils achieving ARE+ in reading is broadly in line with national all at the end of EYFS . The % of disadvantaged pupils achieving EXS+ in reading at the end of KS1 in 2024 will be maintained at 68%+
To achieve improved attendance for all pupils and particularly our disadvantaged pupils. Absence for disadvantaged pupils is decreased to within 1.5 % of other pupils	Overall attendance of disadvantaged pupils will be 95.5%+ (unless pupils have a significant medical need which impacts attendance, e.g. through extended periods of hospitalisation.) Reduction in the percentage of all pupils who are persistently absent to below 10% in 2024 Attendance support plans successfully engage parents of PAs in working with school to reduce absence, whether through in school support, targeted work with a child to engage them in school or with referrals to external support. School strategies eg 'Early Birds' club and ELSA support impact on reducing

	absence by improving pupil engagement in school for specific pupils (case studies show improved attendance for specific pupils over time)
Increased participation by disadvantaged pupils in accessing activities that help develop the 'whole child' and put them on an equal footing with non-PP children in terms of equipping them with cultural capital e.g. through extra-curricular activities, representing both sport and the arts	75% + of disadvantaged pupils participate in citizenship activities e.g. Civic award, Guildhall concert 95% + disadvantaged pupils participate in at least one after school club each half term.
Disadvantaged pupils demonstrate a greater ability to self-regulate, with fewer incidents of breaches of the	Increased support for pupil's mental health/ wellbeing will reduce incidents of poor behaviour on CPOMS.
behaviour policy and increased engagement in learning. This will result in improved self-esteem/self-confidence in all aspects of school life including the academic.	Pupil's successes in terms of managing their feelings and behaviour successfully, will result in greater engagement in school and reduced absence.(See case studies)

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: £ 42,702.60

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</p> <p>Embed the use of coaching to develop effective teaching & learning: (Jonathan Hanham CPD- Using coaching to develop teaching and learning)</p> <p>Coaching for all teachers to equip them with the skills and knowledge to coach others , ensuring that all phonics teaching is strong and has the required impact on pupil progress.</p> <p>School to utilise and further train HLTA to be LW champion across KS1</p> <p>Coaching for all staff from the English lead in the teaching of reading as well as its application to writing. (English leader to have weekly 0.2 MAST for this purpose as well as regular monitoring)</p> <p>Coaching for all teachers by qualified coaches X3 who receive MAST for this purpose.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p> <p>EEF Guidance: Metacognition & Self-regulated learning</p> <p>Teacher Feedback to improve pupil learning /Tom Sherrington: Rosenshine's Principles in Action.</p>	2, 3
<p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD</p>	<p>EEF Guidance: Improving Literacy at Key Stage 1</p>	

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

Budgeted cost: £ 26, 384.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	<p>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:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2, 3</p> <p>2, 3</p>
Speech and language: Small group Communication and language programmes delivered by a specialist TA working on SALSA recommended programmes, as well as additional opportunities for to EYFS pupils identified as having communication and language below	<p>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:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p> <p>1</p>

<p>ARE on entry - (baseline)</p> <p>HLTA to work with the SALSA to plan and provide speech and language therapy support to pupils across the school.</p>		
<p>Disadvantaged pupils access before school opportunities to hear high quality stories read aloud and to discuss to develop comprehension and vocabulary (HP)</p> <p>Disadvantaged pupils receive copies of literacy texts. This will help with prior learning to develop schemas starting new texts Pupils will be supported with additional story times using the new texts, to support comprehension and vocabulary, using the texts for pre teaching, before school (small group tuition)</p> <p>Parents will be supported as to how to use texts to read aloud and discuss at home-VH</p>	<p>EEF blog-reading with your class</p> <p><i>By being exposed to a wide range of literature, children develop a depth of knowledge that supports them to comprehend and the motivation to read widely themselves. The sheer delight in sharing wonderful texts with students must not be undervalued</i></p> <p><i>Developing a reading habit is perceived as helping students to get better at reading. Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so – building both the will and the skill. Likewise, Jerrim and Moss (2018) argue that reading fiction is a predictor of long-term academic success</i></p> <p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils are less likely to own a book of their own and read at home with family members and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Targeted teaching of comprehension skills will address this potential barrier</p>	3
<p>Pre teaching -EYFS</p> <p>EYFS children receive additional vocabulary work through listening to a range of high quality stories read aloud by a specialist HLTA and engaging in talk about what they have listened to.</p>	<p>EEF Communication and language approach</p> <p>‘Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly</p>	1, 3

Topic specific stories will also be used to ensure pupils can understand and use the required vocabulary to access learning across a range of ELGS. (RG)	<p>support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.'</p> <p>EEF Improving Literacy</p> <p>There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,743.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers</p>	<p>EEF Attendance interventions</p> <p>'A key component of the interventions was building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships was to identify issues leading to absences and collaboratively</p>	4

<p>to improve attendance and will also enable us to:</p> <p>Provide funding for disadvantaged pupils to access breakfast/ emotional support to increase well being and ensure a successful entry into school-</p> <p>Early Birds</p> <p>Provide ELSA support to increase engagement in school/reduce barriers linked to mental health and wellbeing.</p> <p>Fund a Family support worker to undertake home visits where needed.</p> <p>Family support worker allocated time to work with parents whose children are at risk of poor attendance, to create Attendance support planning and address barriers to good attendance.</p>	<p>source effective solutions to the problems.'</p>	
<p>Trauma informed practitioner to lead interventions to support pupils to understand and manage emotions and ensure that pupils are in school and 'learning ready' This includes ELSA support sessions as well as lunch time nurture groups.</p>	<p>'A key component of the interventions was building effective partnerships between schools and parents, through discussions, meetings and conferences. The purpose of these partnerships was to identify issues leading to absences and collaboratively source effective solutions to the problems.'</p> <p>EEF Social and emotional learning</p>	4
<p>Disadvantaged pupils have the opportunity to access</p>	<p>Parental Engagement EEF</p>	5 6

<p>extra-curricular activities that help develop the 'whole child' and put them on an equal footing with other children free of charge.</p> <p>Disadvantaged pupils access peripatetic music lessons free of charge</p>	<p>Lack of access to real life cultural and extracurricular experiences impacts on confidence and associated vocabulary for disadvantaged pupils.</p> <p>EEF -Arts participation</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	
<p>Cover for EYFS leader to run a six week programme with new parents, as to how to support children with CL/Literacy in the Early Years-NF</p>	<p>Provide practical strategies to support learning at home</p> <p>EEF working with parents guidance report</p>	<p>1, 2, 3</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 77,830.61

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated:

Phonics

Our strategy aimed to improve phonics outcomes at the end of KS1 in both Y1 and Y2 with a key tilt towards disadvantaged pupils. This target was derived from the 2021-22 outcomes which saw disadvantaged pupils achieve only 67% and below the national %. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level.

The introduction of a validated SSP improved outcomes for all pupils in 2023. The % of **disadvantaged** pupils achieving the expected standard was below the national in 2023, but was improved on the previous year at 68%

The cohort of disadvantaged pupils in Y1 had a high SEND correlation and whilst internal data indicates that the cohort made good progress, based on their SSP assessments, from their Y1 starting points, this did not translate into reaching the standard of the screen for too many children. Of the disadvantaged cohort, only 44% had achieved the word reading ELG at the end of EYFS. 68% of the cohort achieved the phonic screen standard, demonstrating the impact of targeted intervention in our strategy. The impact of these interventions was evidenced in the three weekly assessments in the SSP, which demonstrated the progress made by pupils.

The data demonstrates that outcomes for disadvantaged pupils in phonics is strong, although a focus on phonics continues to be a priority for this group of pupils, especially at the end of Y1. Prior to Covid lockdowns, our disadvantaged pupils achieved in line with other pupils at the end of Y1; whilst we are making progress to regain this position, further focus is needed.




The % of all pupils achieving the expected standard in phonics at the end of Y1 was above national,

Reading:

Our strategy prioritised improving outcomes for disadvantaged pupils in reading, a priority in an infant school as the 'gateway to learning'.

Reading outcomes for disadvantaged pupils in 2023 was broadly in line with national all at both EYFS and KS1, demonstrating the impact of both the teaching of phonics and reading using the SSP and also the impact of highly effective Catch up interventions:

KS1 reading:

Estab. No.	Establishment	Cohort **	READING		
			 <EXS	 ≥EXS	 GDS
	- NCER National	629,580	31.4%	68.3%	18.8%
	Disadvantaged	143,100	45.7%	54.1%	9.1%
	Non Disadvantaged	449,880	27.0%	72.8%	21.8%
	Unknown	36,600	30.4%	69.3%	19.9%
2430	Sholing Infant School	91	22.0%	78.0%	22.0%
	Disadvantaged	22	31.8%	68.2%	13.6%
	Non Disadvantaged	69	18.8%	81.2%	24.6%

Dis-
ad-

vantaged pupils achieved in line with the national % for all pupils in reading.

In **EYFS** reading outcomes for disadvantaged pupils were above national in both word reading and comprehension.

At Sholing Infants, there was no significant disparity between disadvantaged and other

Setting Name	Eligible	GLD ^{1 2}	Avg. No. Exp. ELGs ²
NCER National	606,130	67.3%	14.1
Disadvantaged	84,740	52.1%	12.5
Non Disadvantaged	489,470	69.9%	14.4
Unknown	31,920	67.7%	14.0
Sholing Infant School	90	68.9%	14.6
Disadvantaged	10	70.0%	14.8
Non Disadvantaged	80	68.8%	14.5

pupils in word reading or comprehension, although the gap in comprehension needs to be addressed in the 2023-24 strategy.

Improved communication and language skills and vocabulary amongst all pupils in EYFS, and particularly for disadvantaged pupils was a key focus of targeted intervention in our 2022-23 strategy. The end of EYFS data for our disadvantaged pupils demonstrates the strength of the interventions: Outcomes for COM for our disadvantaged pupils in EYFS, and in reading, were above other pupils and above national as was the overall **GLD**.

In 2023 the % of EYFS pupils who achieved all COM ELGs was above the target set on the 2022-23 plan. These approaches will continue with the 2023-4 cohort of EYFS pupils.

			COM ●	
Setting Name	Eligible	Ineligible	LAU	Spe
NCER National	606,320	2,040	82.2%	82.8%
Disadvantaged	84,760	280	73.1%	74.2%
Non Disadvantaged	489,640	1,560	83.8%	84.4%
Unknown	31,920	190	81.4%	81.7%
Sholing Infant School	90	0	87.8%	90.0%
Disadvantaged	10	0	90.0%	90.0%
Non Disadvantaged	80	0	87.5%	90.0%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance. Attendance was rigorously monitored and the attendance action plan fully implemented. Outcomes were positive with all pupils, including those with SEND and those who were disadvantaged achieving attendance above the same groups nationally.

The % of pupils persistently and severely absent was below the national picture.

Year Group	Overall Absence					Persistent Absence (10%)				
	%	Missed Days	National Full Year 2022	% Diff. to Nat.	Days Diff. to Nat.	Pupil Count	%	National Full Year 2022	% Diff. to Nat.	Pupil Diff. to Nat.
Year R	5.7%	903	7.6%	-1.9%		15	16.3%	N/A	N/A	N/A
Year 1-6	5.2%	1735	6.3%	-1.0%		21	11.4%	17.7%	-6.3%	
Year 1*	5.2%	848	6.7%	-1.5%		10	11.1%	20.0%	-8.9%	
Year 2	5.3%	887	6.1%	-0.8%		11	11.7%	16.9%	-5.2%	
Year 3		0	6.0%			0		16.3%		
Year 4		0	6.1%			0		16.5%		
Year 5		0	6.3%			0		17.5%		
Year 6		0	6.3%			0		17.4%		

with the latest published National figure.

	Overall Absence					Persistent Absence (10%)			
	NOR^	School	National Full Year 2022	Diff	Days	School	National Full Year 2022	Diff	Pupil
Year R	92	5.7%	7.6%	-1.9%		16.3%	N/A	N/A	
All Pupils (Years 1-6)	184	5.2%	6.3%	-1.0%		11.4%	17.7%	-6.3%	
Gender (Yr 1-6)									
Male	88	5.1%	6.4%	-1.3%		8.0%	18.1%	-10.1%	
Female	96	5.4%	6.2%	-0.8%		14.6%	17.3%	-2.7%	
Disadvantaged (Yr 1-6) *									
Disadvantaged	43	6.8%	8.4%	-1.5%		16.3%	30.2%	-13.9%	
Other Pupils	141	4.7%	5.5%	-0.7%		9.9%	12.7%	-2.8%	

The data demonstrated that , although our 96% target for all pupils was not achieved with attendance overall of 95% across YR-Y2 this was an increase on the previous year , and demonstrated a positive improvement compared to the national data. Attendance will continue to be a key focus in the strategy.

The attendance of disadvantaged pupils continues to be lower than national for all, however the % of disadvantaged pupils who were PAs in this school was significantly below the national %.

At the end of the autumn term 2022, attendance for disadvantaged pupils was 91.2% with 33.3% of disadvantaged pupils PAs. By the end of the academic year attendance for the group had increased to 92.9% and PAS had reduced to 18.2%. Whilst the attendance data for this school is better than the national picture, there is more to do, to ensure that disadvantaged children attend school, in order to achieve the high academic targets set for them.

Increased support for parents was achieved with designated and ring fenced time for our ELSA to attend TAF meetings, meet with parents to provide support, attend after school DSL

meetings with SLT and make and follow up referrals to CRS where DSLs and parents considered support at Early Help was needed.

This impacted directly on the improved attendance achieved for specific pupils- see above information in relation to disadvantaged pupils. A small number of school refusers were supported to access school through funding being used for breakfast club at Sholing Junior School, or by early starts to the day lead by our trauma informed practitioners. This enabled support to be put in place to reduce anxiety and ensure that pupils were school and learning ready by the start of the school day. For these specific pupils, attendance was significantly increased.

Our strategy included **increasing participation** by disadvantaged pupils in extra-curricular activities, representing both sport and the arts. The % of disadvantaged pupils attending extra-curricular clubs was high for disadvantaged pupils with 90%+ accessing at least one club in the summer term and many accessing more than one.

Our offer of peripatetic music-violin/drumming has excellent uptake with over 60% of disadvantaged pupils in Y2 learning violin/playing drums and 100% of Y1 disadvantaged pupils accessing drumming.

Our evaluation of the approaches delivered last academic year indicates that Sholing Infant School has successfully achieved the targets set in our outcomes for disadvantaged pupils in phonics and reading. Our targeted and wider strategies also impacted positively on the attendance and wellbeing of our disadvantaged pupils, as evidenced in our work in the areas of attendance and extracurricular offers, increasing the cultural capital and aspirations of our disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i>
How our service pupil premium allocation was spent last academic year
No service children in the last academic year
The impact of that spending on service pupil premium eligible pupils

Further information

<p>Our 2023-24 strategy will build upon this year's successes further. As we develop our expertise in delivering our SSP, we continue to set the highest targets for our disadvantaged pupils with continued investment in securing high quality first teaching from a highly trained staff.</p> <p>Our focus on securing this quality will be enhanced by an increased focus on coaching, to secure the highest level of expertise in all teachers and support staff too. This focus on teaching and targeted intervention will ensure that the positive outcomes achieved in the previous strategy, will be strengthened further.</p> <p>Our ongoing drive to increase attendance further will be included in our strategy as we develop our pupil's understanding of our 'Miss school- Miss out!' mantra.</p> <p>Continuing to ensure that our disadvantaged pupils enjoy the wide range of Arts and sports opportunities will be an ongoing focus until we achieve 100% of our disadvantaged pupils accessing experiences that we hope will develop their future passions and expertise!</p>
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