

Pupil premium strategy statement – Sholing Infant School 2024-27

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	268
Proportion (%) of pupil premium eligible pupils	16.04%
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)	2024-27
Date this statement was published	October 2024
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	£62 110
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	0
Total budget for this academic year	£62 110

Part A: Pupil premium 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. Our approach underpins our belief that every pupil, regardless of background or barrier to learning, can attain well.

We aim for our school to be a place where disadvantaged pupils enjoy learning, build strong relationships with staff and peers and experience the wider aspects of school life. In essence, we want our disadvantaged pupils to thrive!

We recognise the long-term impact of socio-economic disadvantage in terms of pupils' social, cultural and financial capital. To this end, school leaders will focus on ensuring that we use our Pupil Premium funding to make a real difference in achieving this aim. 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, those who are or have been looked after 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.

All staff at Sholing Infant school are responsible for meeting the pastoral, social and academic needs of disadvantaged children within our school so that they have an equal opportunity to thrive and achieve their fullest potential. We believe that enabling our disadvantaged pupils to thrive means that we should focus on a relentless approach to delivering a small range of actions well. We are determined that our disadvantaged pupils will:

- Receive quality first teaching through delivery of a well sequenced and delivered curriculum, so that they know and remember more.
- Have the opportunities afforded to other children in the school such as music tuition, sports tuition, after school clubs, and school trips
- Receive support where necessary either on a one-to-one basis or in groups.
- Be able to read fluently for pleasure, as reading is the gateway to the whole curriculum and beyond.
- Attend school every day.
- Receive appropriately timed and precise interventions
- Benefit from a relational approach to working with families

The School tracks disadvantaged children's progress robustly, both in terms of their academic progress as well participation and attendance so that Pupil Premium funding can be targeted in areas which will have the greatest impact on pupils' long term development and success. 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.

Statement of intent

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 SENCO)

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, James Knight, 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 through governor reports

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments and observations indicate that entry levels in EYFS in CLL are not as high for disadvantaged pupils. Assessments, observations, and discussions with pupils indicate oral language skills and vocabulary gaps for disadvantaged pupils are challenges These are particularly evident in EYFS but also carry through to KS1.

Challenge number	Detail of challenge
	<p>Vocabulary and spoken language (including comprehension) for disadvantaged pupils needs to be in line with that of other pupils, giving all pupils the confidence to talk with purpose to a range of audiences, thus improving the depth and quality of teaching and learning.</p> <p>.</p> <p><i>On entry, significant gaps are evident between disadvantaged pupils and others, particularly in CLL where, in 2023, only 18% of D pupils compared to 50% of other pupils. were on track in the baseline.</i></p> <p><i>At the end of EYFS in 2024, the % of disadvantaged EYFS pupils achieving a GLD was below other pupils. In terms of the areas of learning, whilst disadvantaged pupils were below other pupils in all AOL the most significant disparity was in Listening and Attention, Communication and Language and Writing.</i></p>
2	<p>Disadvantaged pupils are less likely than their peers to achieve well in phonics. This assertion is based on our SSP assessment data and their phonic screen data. This negatively impacts pupils' attainment as readers as they progress through KS1</p> <p><i>In 2024 79% of disadvantaged pupils achieved the standard of the phonic screening check compared to 89% of other pupils. Whilst this was above the same group nationally, it was below the national for all.</i></p> <p><i>In 2023, only 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 was a 2023-24 priority, particularly with a correlation in this cohort between SEND and disadvantage with 63% disadvantaged pupils having an additional SEND barrier. This % increased to 75% achieving the standard by the end of KS1.</i></p>

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	<table border="1"> <thead> <tr> <th colspan="10" data-bbox="315 209 2107 252"><i>Year 2 in 2024</i></th> </tr> <tr> <th data-bbox="315 252 842 384"></th> <th colspan="6" data-bbox="842 252 1630 320">Your School</th> <th colspan="2" data-bbox="1630 252 1944 288">Southampton LA</th> <th data-bbox="1944 252 2107 288">National</th> </tr> <tr> <th data-bbox="315 320 842 384"></th> <th data-bbox="842 320 958 384">NOR</th> <th data-bbox="958 320 1055 384">Number A or D</th> <th data-bbox="1055 320 1173 384">Number working towards</th> <th data-bbox="1173 320 1292 384">Number working at</th> <th data-bbox="1292 320 1411 384">Average score</th> <th data-bbox="1411 320 1630 384">% Working At</th> <th data-bbox="1630 320 1749 384">Average score</th> <th data-bbox="1749 320 1944 384">% Working At</th> <th data-bbox="1944 320 2107 384">% Working At</th> </tr> </thead> <tbody> <tr> <td data-bbox="315 384 842 427">All Pupils</td> <td data-bbox="842 384 958 427">19</td> <td data-bbox="958 384 1055 427">1</td> <td data-bbox="1055 384 1173 427">3</td> <td data-bbox="1173 384 1292 427">15</td> <td data-bbox="1292 384 1411 427">33.0</td> <td data-bbox="1411 384 1630 427">79%</td> <td data-bbox="1630 384 1749 427">29.5</td> <td data-bbox="1749 384 1944 427">57%</td> <td data-bbox="1944 384 2107 427">55%</td> </tr> <tr> <td data-bbox="315 427 842 470">Male</td> <td data-bbox="842 427 958 470">12</td> <td data-bbox="958 427 1055 470">0</td> <td data-bbox="1055 427 1173 470">2</td> <td data-bbox="1173 427 1292 470">10</td> <td data-bbox="1292 427 1411 470">32.2</td> <td data-bbox="1411 427 1630 470">83%</td> <td data-bbox="1630 427 1749 470">29.3</td> <td data-bbox="1749 427 1944 470">55%</td> <td data-bbox="1944 427 2107 470">51%</td> </tr> <tr> <td data-bbox="315 470 842 513">Female</td> <td data-bbox="842 470 958 513">7</td> <td data-bbox="958 470 1055 513">1</td> <td data-bbox="1055 470 1173 513">1</td> <td data-bbox="1173 470 1292 513">5</td> <td data-bbox="1292 470 1411 513">34.7</td> <td data-bbox="1411 470 1630 513">71%</td> <td data-bbox="1630 470 1749 513">29.8</td> <td data-bbox="1749 470 1944 513">61%</td> <td data-bbox="1944 470 2107 513">60%</td> </tr> <tr> <td data-bbox="315 513 842 557">FSM Eligible</td> <td data-bbox="842 513 958 557">8</td> <td data-bbox="958 513 1055 557">0</td> <td data-bbox="1055 513 1173 557">2</td> <td data-bbox="1173 513 1292 557">6</td> <td data-bbox="1292 513 1411 557">32.6</td> <td data-bbox="1411 513 1630 557">75%</td> <td data-bbox="1630 513 1749 557">27.0</td> <td data-bbox="1749 513 1944 557">49%</td> <td data-bbox="1944 513 2107 557">49%</td> </tr> <tr> <td data-bbox="315 557 842 600">Non-FSM Eligible</td> <td data-bbox="842 557 958 600">11</td> <td data-bbox="958 557 1055 600">1</td> <td data-bbox="1055 557 1173 600">1</td> <td data-bbox="1173 557 1292 600">9</td> <td data-bbox="1292 557 1411 600">33.3</td> <td data-bbox="1411 557 1630 600">82%</td> <td data-bbox="1630 557 1749 600">31.4</td> <td data-bbox="1749 557 1944 600">63%</td> <td data-bbox="1944 557 2107 600">59%</td> </tr> <tr> <td data-bbox="315 600 842 643">Disadvantaged</td> <td data-bbox="842 600 958 643">8</td> <td data-bbox="958 600 1055 643">0</td> <td data-bbox="1055 600 1173 643">2</td> <td data-bbox="1173 600 1292 643">6</td> <td data-bbox="1292 600 1411 643">32.6</td> <td data-bbox="1411 600 1630 643">75%</td> <td data-bbox="1630 600 1749 643">27.1</td> <td data-bbox="1749 600 1944 643">49%</td> <td data-bbox="1944 600 2107 643">49%</td> </tr> <tr> <td data-bbox="315 643 842 686">Other Pupils</td> <td data-bbox="842 643 958 686">11</td> <td data-bbox="958 643 1055 686">1</td> <td data-bbox="1055 643 1173 686">1</td> <td data-bbox="1173 643 1292 686">9</td> <td data-bbox="1292 643 1411 686">33.3</td> <td data-bbox="1411 643 1630 686">82%</td> <td data-bbox="1630 643 1749 686">31.2</td> <td data-bbox="1749 643 1944 686">63%</td> <td data-bbox="1944 643 2107 686">58%</td> </tr> </tbody> </table>	<i>Year 2 in 2024</i>											Your School						Southampton LA		National		NOR	Number A or D	Number working towards	Number working at	Average score	% Working At	Average score	% Working At	% Working At	All Pupils	19	1	3	15	33.0	79%	29.5	57%	55%	Male	12	0	2	10	32.2	83%	29.3	55%	51%	Female	7	1	1	5	34.7	71%	29.8	61%	60%	FSM Eligible	8	0	2	6	32.6	75%	27.0	49%	49%	Non-FSM Eligible	11	1	1	9	33.3	82%	31.4	63%	59%	Disadvantaged	8	0	2	6	32.6	75%	27.1	49%	49%	Other Pupils	11	1	1	9	33.3	82%	31.2	63%	58%
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3	<p>Disadvantaged pupils are less likely to achieve the expected standard in reading by the end of KS1 based on historic data. 2024 outcomes: Parents of underserved pupils say that is the biggest barrier for them in terms of reading at home with their child, so our response to this challenge needs to recognise and address this.</p>																																																																																																				

Challenge number	Detail of challenge
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Reading:

■ Below Expected
 ■ At Expected
 ■ Above Expected

Year Group - Y2		Y1, Summer End of Term		Y2, Summer End of Term	
		Percentage at & above expected	Attainment Bar	Percentage at & above expected	Attainment Bar
All Students	Reading	68.24%	32% 54% 14%	79.78%	20% 61% 19%
Boys	Reading	61.54%	38% 49% 13%	74.42%	26% 58% 16%
Girls	Reading	73.91%	26% 59% 15%	84.78%	15% 63% 22%
EAL	Reading	66.67%	33% 67%	87.50%	13% 62% 25%
FSM	Reading	50.00%	50% 45% 5%	65.00%	35% 65%
Non-FSM	Reading	73.85%	26% 57% 17%	84.06%	16% 59% 25%
PP	Reading	50.00%	50% 45% 5%	65.00%	35% 65%
Non-PP	Reading	73.85%	26% 57% 17%	84.06%	16% 59% 25%

Pupil conferencing indicates that disadvantaged pupils require more support around the cultural and contextual content of reading if we are to develop confident pupils who love reading. School also needs to have a strong reading offer for those pupils who do not read regularly at home. This will impact both on their knowledge and confidence as readers as well as enabling pupils to develop their social capital e.g. accessing social opportunities beyond school which in turn lead to a sense of belonging. (for example reading celebration events/readathons)

As reading is the key to learning across all other subjects, and the biggest factor in terms of future educational success across all subjects we know that having high ambition for our disadvantaged pupils to be highly competent readers, who love reading is our highest priority.

4	<p>Those in receipt of the pupil premium grant are more likely to experience challenges to good attendance, and we are aware that good attendance patterns develop a child's sense of belonging and impact positively on their social capital.</p> <p><i>In 2024, absence for disadvantaged pupils was 6.7% compared to 3.5% for other pupils.</i></p> <p><i>20.6% of disadvantaged pupils were PAs in 2024 compared to 4.6% of other pupils.</i></p>
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Challenge number	Detail of challenge
	<p><i>Whilst the absence data for disadvantaged pupils at this school is above the same group nationally, we recognise that pupils achieve well and enjoy school when attendance continuity is not established.</i></p> <p>Parents cite transport, particularly if other siblings are ill, and parents may not have a support network as a reason for pupils in receipt of PPG not attending school. Reasons may also be around issues such as lack of a winter coat for a child in very cold weather (e.g. coat has not dried after washing or coat is too small. School has responded to these barriers by ensuring that elements of the PPG funding is allocated to the provision of a Family support worker to help with support with transport and we have also accessed the Fat face 'No cold child' linked to coats' as we aim to eradicate barriers around attendance.</p>
5	<p>We know from research that children need to develop their social, cultural and financial capital in order to be successful learners. Some families require support to enhance experiences linked to the wider curriculum.</p> <p>Exposure to a wide range of extra-curricular experiences impacts on both a child's cultural and social capital, including exposure to art, science, sport and music. This exposure positively impacts on wellbeing, confidence and aspiration for disadvantaged pupils. We need to ensure that our disadvantaged pupils access our offer and enjoy a wide range of extracurricular participation</p>
6	<p>Disadvantaged pupils may experience a greater need for around self-regulation, self-esteem or self-confidence. Parents of disadvantaged pupils requested support with managing behaviour from school providers to a greater extent than other parents.</p> <p>Of the pupils working with our trauma informed practitioner around self -regulation , the majority of pupils were disadvantaged. This impacts on resilience and independence in all aspects of school life including the academic. This results in a greater need in terms of support for pastoral, mental health and well- being.</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 oracy, including vocabulary, for disadvantaged pupils.	<p>Assessments and observations indicate stronger oracy in disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil books etc.</p> <p>Voice 21 Pupil profiles will demonstrate improved confidence and competence in disadvantaged pupils' ability to talk for a range of purposes and to talk across the curriculum.</p>
Improved phonics outcomes for disadvantaged pupils in both Y1 and at the end of KS1.	<p>All disadvantaged pupils achieve the standard of the phonics screen in Y1 and Y2</p> <p>At the end of Year 1 at least 80% of disadvantaged pupils will meet the standard of the phonic screen, with 90% of the cohort achieving the standard by the end of KS1.</p> <p>At the end of KS1 66% of the 3 disadvantaged pupils who did not meet the standard in Y1, will pass the screen ready to progress to KS2</p> <p>At the end of 2026, of the current YR cohort, 80% of disadvantaged pupils will reach the standard of the phonic screen at the end of Y1 , with 100% passing by the end of KS1</p>
Disadvantaged pupils reading outcomes are comparable to outcomes achieved nationally at the end of EYFS and KS1	<p>The % of disadvantaged pupils achieving the ELG in reading is broadly in line with national all at the end of EYFS. (80%)</p> <p>80% of disadvantaged pupils achieve EXS+ in reading at the end of KS1 in 2025.</p>

Intended outcome	Success criteria
	<p>In 2026. 80% of disadvantaged pupils achieve the EXS+ in reading at the end of KS1 (not including pupils with significant SEND)</p> <p>All disadvantaged pupils access a strong in school reading offer and are consequently able to access reading rewards provided as well as enjoy quality 1:1 reading sessions with an adult.</p>
<p>Disadvantaged pupils attend school broadly in line with other pupils.</p>	<p>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.)</p> <p>Reduction in the percentage of disadvantaged pupils who are persistently absent to below 15% in 2024 and reduced further in subsequent two years of this plan to below 10%.</p>
<p>Disadvantaged pupils access experiences that help develop the 'whole child' in terms of both social and cultural capital. Lack of financial capital is not a barrier to pupils accessing the full range of extra- curricular clubs on offer.</p>	<p>95% + disadvantaged pupils in KS1 participate in at least one after school club each half term.</p> <p>All disadvantaged pupils in KS1 access at least one peripatetic music class (violin or drumming)</p>
<p>Dysregulation including that which is a result of trauma, mental health and SEND is not a barrier to disadvantaged pupils being engaged and successful in all aspects of school life</p>	<p>Pupil's successes in terms of managing their feelings and behaviour, will result in fewer incidents of negative behaviours, impacting positively on learning as evidenced in CPOMS.</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: £ £33,694.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a whole school approach to oracy by becoming a ‘Voice 21’ school with:</p> <ul style="list-style-type: none"> • subscription to the Voice 21 exchange • bespoke training for two identified Oracy champions in school • extensive CPD for all staff on teaching effective speaking and listening, as well as vocabulary development across the curriculum. • Jonathan Hannam – CPD for all staff on RP and adaptive teaching strategies. <p>Be part of the HET oracy pilot group, to develop a three-year action plan for oracy.</p> <p>As part of the HET oracy group, Oracy champions will visit centres of</p>	<p>EEF Oral language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <i>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i> <i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</i></p> <p>EEF - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1726412882 <i>d.9 Evidence indicates that success in literacy relies on the secure development of language,4 and these skills are amongst the best predictors of educational success.9 Phonological skills at age five, for example, predict reading ability at age seven and vocabulary at age five predicts child’s ability to complete the more complex tasks of reading at age 11.10 Research also indicates that from birth to six years of age is a key time when children’s capacity for metacognition and self regulation develops and that language skills, though ‘private’ and ‘inner’ speech, play a significant role in honing these skills.11</i></p>	<p>1</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>excellence with the Standards Officer for Oracy, Lauren O Connor.</p> <p>Continue to develop Vocabulary offer across all subjects-Vocab Vicki to be replicated in all subjects to develop pupils confidence in using and applying a range of tier 2 and 3 vocab. Staff to expect pupils to use subject specific vocab throughout the day in a range of contexts and adults to model.</p> <p>English lead to develop CPD based on own learning and research. Monitoring by the English lead to focus on ' oracy/talking' learning walks.</p>		
<p>SSP (Little Wandle) CPD for English lead, which will be cascaded through CPD for all staff to ensure that updated practice is shared and staff have sufficient knowledge and expertise.</p> <p>Disadvantaged pupils have 3X adult led reading sessions in class each week.</p> <p>Disadvantaged pupils who need reading in school 'topped up' to that</p>	<p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</i></p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>EEF - https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1726412882</p>	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>received by many pupils at home, receive 3X 1:1 reading sessions delivered by staff trained in phonics.</p> <p>NPQLL to be completed by the English lead to impact on the strategic direction of English as well as policy and practice, as learning is cascaded as CPD for all staff.</p> <p>CPD including coaching from our English lead for all teachers to equip them with the skills and knowledge to teach high quality phonics lessons which impact pupil progress.</p> <p>Coaching and mentoring for all teachers by trained Teaching and Learning coaches to support further development of phonics, reading (comprehension) and writing.</p> <p>Feedback 'in the moment' for all disadvantaged pupils in reading and follow up writing lessons.</p>		

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

Budgeted cost: £16,379.73

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual and small group speech and language support delivered, with specialist SALSA provision for disadvantaged pupils with the highest level of need.</p> <p>Pre-teaching of stories, songs, rhymes and vocabulary for disadvantaged pupils in EYFS to develop confidence prior to whole class experiences (including discussion of character, themes and vocab)</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Improving Literacy in KS1 Recommendations Poster.pdf?v=1726412882</p> <p><i>Evidence indicates that success in literacy relies on the secure development of language,⁴ and these skills are amongst the best predictors of educational success.⁹ Phonological skills at age five, for example, predict reading ability at age seven and vocabulary at age five predicts child's ability to complete the more complex tasks of reading at age 11.</i></p>	1
<p>1:1 and small group daily Keep up in Y1 and Catch up in YR for disadvantaged pupils not keeping up in Phonics.</p> <p>Additional daily phonics sessions targeted at disadvantaged pupils in Y2 who did not reach the standard of the phonics screen in Y1.</p>	<p>One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Phonics Teaching and Learning Toolkit EEF</p> <p><i>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:</i></p>	2, 3

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

Budgeted cost: £ 16,593.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school attendance policy and procedures to be reviewed alongside the Attendance action plan.</p> <p>Attendance Officer to send regular facebook/email (Moments matter) updates to share the social and academic benefits of regular school attendance , with parents each week.</p> <p>Attendance governor to conduct pupil and parent surveys to identify barriers to attendance.</p> <p>Attendance awards for weekly and termly attendance and share this in a newsletter, assemblies and classrooms.</p> <p>Ongoing CPD for the attendance officer to attend attendance network meetings lead by the HAMWIC trust alongside the strategic lead to ensure consistency of approach and implementation of new strategy, procedures and processes.</p>	<p><i>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i></p> <p>EEF Working with Parents to Support Children’s Learning guidance report includes advice around how to support attendance. The EEF Rapid Evidence Review: Attendance Interventions examines the existing research on interventions that aim to improve attendance.</p> <p><i>Children are more likely to learn effectively when they have had a healthy breakfast. Encouraging parents to provide this at home is one option; another is to provide a breakfast club in school. Children most likely to benefit should be sensitively targeted through personal contact with parents, sending personalised letters, and proactive efforts to get children into school on time. Where this approach was adopted, parents described feeling that staff cared about them and recognised some of the individual challenges that they faced.</i></p>	<p>4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teaching and support staff on their role in positively impacting the attendance of their pupils.</p> <p>Provide funding for disadvantaged pupils to access breakfast/story/mental health and wellbeing support to ensure a successful entry into school- 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/ support with transport to school where needed</p> <p>Family support worker to work with parents whose children have low attendance through a support pack agreed with parents.</p>		
<p>Trauma informed practitioner to lead interventions to support disadvantaged pupils to understand and manage</p>	<p><i>'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.'</i></p>	<p>4 6</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>EEF Social and emotional learning</p>	
<p>Disadvantaged pupils have the opportunity to access a wide range of extra-curricular activities that develop their social and cultural capital free of charge.</p> <p>Disadvantaged pupils access peripatetic violin and drumming lessons free of charge. This in turn will enable a wide range of opportunities to perform to a range of audiences, as well as being the 'experts' in their instrument in our school.</p>	<p>Parental Engagement EEF <i>Lack of access to real life cultural and extracurricular experiences impacts on confidence and associated vocabulary for disadvantaged pupils.</i></p> <p>EEF -Arts participation <i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</i></p>	5 6
<p>Cover for EYFS leader to run a four-week programme with new parents, as to how to support children with CL/ Literacy in the Early Years</p>	<p>Provide practical strategies to support learning at home EEF working with parents' guidance report</p>	

Total budgeted cost: £ £66,667.54

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 for disadvantaged pupils. This target was derived from the 2022-23 outcomes which saw only 58% of disadvantaged pupils achieve the required standard to help us gauge the performance of our disadvantaged pupils we compare their results to those for non-disadvantaged pupils at national level.

The introduction of a validated SSP, supported by high quality, continuous CPD for all staff, and 'rapid catch up' for pupils falling behind their peers, continues to improve outcomes for all pupils. In 2024 the % of **disadvantaged** pupils achieving the expected standard was 79% compared to the national of 80% for non-disadvantaged pupils. The % of disadvantaged pupils achieving the highest mark band in the screen was significantly above the national picture for disadvantaged pupils and above the band for other pupils nationally.

ab.	Estab. Name	Cohort	Mark					APS	Outcome					
			No Score	0-15	16-23	24-31	32-36		37-40	Q	A	D	WT	WA
	NCER National	615,990	3.1%	7.6%	3.9%	5.2%	31.2%	49.1%	33.4	-	0.3%	2.8%	16.7%	80.3%
	Disadvantaged	119,540	4.7%	14.0%	6.2%	6.7%	32.0%	36.4%	30.3	-	-	4.2%	26.9%	68.4%
	Non Disadvantaged	452,140	2.6%	5.8%	3.3%	4.8%	31.0%	52.5%	34.2	0.0%	0.2%	2.4%	13.9%	83.4%
	Unknown	44,310	3.4%	8.2%	3.8%	4.8%	31.4%	48.4%	33.2	-	-	3.1%	16.8%	79.8%
10	Sholing Infant School	90	0.0%	1.1%	3.3%	7.8%	31.1%	56.7%	35.3	0.0%	0.0%	0.0%	12.2%	87.8%
	Disadvantaged	14	0.0%	0.0%	14.3%	7.1%	14.3%	64.3%	34.1	0.0%	0.0%	0.0%	21.4%	78.6%
	Non Disadvantaged	76	0.0%	1.3%	1.3%	7.9%	34.2%	55.3%	35.6	0.0%	0.0%	0.0%	10.5%	89.5%

The data demonstrates that outcomes for disadvantaged pupils in phonics is strong, although a focus on phonics continues to be a priority. Pre-Covid, our disadvantaged pupils achieved in line with other pupils at this school and whilst we are making progress to regain this position, further focus is needed, particularly as outcomes for disadvantaged pupils in EYFS in 2024 were below national other in reading. In the next academic year, we will continue to provide additional teacher led provision to enable the 21% (3 pupils) of disadvantaged pupils not reaching the standard in Y1, to achieve it at the end of KS1. This will be through 1:1 and small group tuition focusing on split digraphs, longer and pseudo words.

The % of disadvantaged pupils achieving the expected standard in phonics at the end of KS1 (having not made the threshold in Y1) was 75%, above other pupils nationally.

Reading:

Extensive CPD for all teaching and support staff, including coaching for all teachers on Little Wandle reading was impactful with all teaching at least good. The commitment of PPG funding to supporting reading was significant, with five adults required to support the methodology of the SSP. The Keep up and Catch up support provided by our HLTA Little Wandle champion' significantly impacted outcomes positively as evidenced in the Phonic screen outcomes in 2024.

In EYFS , a minority of pupils were disadvantaged (7/90) but the % achieving a GLD was below national other as was the % achieving the ELG in reading. Disadvantaged pupils made good progress from their starting points in their progress through the SSP (phonics and reading)

Improving attendance

Our strategy prioritised improving attendance for our disadvantaged pupils, to enable them to benefit from high quality teaching as well as the social opportunities and curriculum enhancements on offer, in line with their non -disadvantaged peers.

Our attendance action plan successfully reduced the % of PAs who were disadvantaged through a wide range of support mechanisms, including the opportunity to plan a support programme to secure improved attendance, with our Family support team. This enabled the school to enhance support, particularly for pupils where external referrals at Early Help could be beneficial in securing change.

Adapting the flow of information to parents supported improvements, with parents informed of days missed rather than % attendance, introducing a weekly 'Moments Matter' newsletter, showing parents what has been happening in school, and sharing what will happen the following week, for pupils to enjoy and introducing a range of rewards for improved as well as high attendance, all supported parents to improve their child's attendance across the academic year.

	NOR [^]	Overall Absence			Persistent Absence (10%)				
		School	National FY 2022/23	Diff	Days	School	National FY 2022/23	Diff	Pupils
Year R	92	5.1%	7.2%	-2.1%		15.2%	N/A	N/A	
All Pupils (Years 1-6)	185	4.1%	5.9%	-1.8%		7.6%	16.2%	-8.6%	
Sex (Yr 1-6)									
Male	92	4.6%	6.0%	-1.4%		7.6%	16.7%	-9.1%	
Female	93	3.7%	5.8%	-2.1%		7.5%	15.7%	-8.2%	
Disadvantaged (Yr 1-6) *									
Disadvantaged	34	6.7%	8.4%	-1.7%		20.6%	29.3%	-8.7%	
Other Pupils	151	3.5%	4.9%	-1.4%		4.6%	10.9%	-6.3%	

Disadvantaged pupils attended above the group nationally, but we now need to focus on raising the attendance of the group to the level of other pupils. Equally we will be focusing on reducing the Persistent Absence of disadvantage pupils in line with that of other pupils. Whilst there is still

progress to be made, the data demonstrates improvement from the previous academic year when absence for disadvantaged pupils was 6.9% and Persistent Absence 20.6%

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 each term and many pupils accessing more than one.

Our offer of peripatetic music-violin/drumming has excellent uptake with over 100% 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 progressed towards achieving the outcomes set; however, all targets need to continue as priorities, particularly given the size of our disadvantaged group- below 20% overall and below that % in specific year groups, means that it is not statistically significant and there is year on year variation. The targets set for outcomes for disadvantaged pupils in phonics, impacted positively on reading outcomes too. Our targeted and wider strategies impacted positively on the attendance and wellbeing of our disadvantaged pupils, as evidenced in our work in the areas of attendance and extra-curricular offer, 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)

For schools that receive this funding, you may wish to provide the following information: **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

Our 2024-27 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.

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.

The addition of our focus on developing high levels of oracy amongst our disadvantaged pupils over the next three years will underpin our drive to improve the confidence, aspirations and outcomes of pupils, impacting on their ability to talk and to listen effectively in a range of contexts. Our ambition is that this will impact positively on their achievement across all areas of the curriculum.

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 and make

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!