

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	Folly Hill Infant Academy
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	6% (5)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ali Stone
Pupil premium lead	Jane Norbury & Ali Stone
Governor / Trustee lead	Helen Bond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,925
Recovery premium funding allocation this academic year	£2000

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8925

Part A: Pupil premium strategy plan

Statement of intent

At Folly Hill we believe that children's learning should be vivid, real, exciting and enjoyable. Learning should be presented in such a way that it is accessible to all. In order to achieve this, we have created a broad, balanced, inclusive curriculum offering the children first hand experiences, encouraging independence, creativity and a love of learning which utilises the whole school environment indoors and outdoors, and meets the needs of our school community.

Our curriculum is everything that happens in school. It reflects the school's aims and values and hence, everything that happens in school or through school is part of our curriculum. It goes beyond the statutory National Curriculum, and we provide a nurturing environment in which all children can experience the joy of learning continuing throughout their development into becoming responsible citizens. Developing confident communicators is a priority for us and by immersing children in a word rich environment we offer children the opportunity to develop a passion for language.

Folly Hill is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We believe in equality of opportunity and we aim to create a supportive yet challenging environment that values difference and recognises the achievements of all children. Our pupil premium strategy plan will work towards giving children educational support to accelerate learning as well as support their emotional wellbeing and mental health. We also aim to provide wider experiences and opportunities such as workshops and clubs that they otherwise might not have access to.

The main barriers to educational achievement faced by our pupils eligible for Pupil Premium funding are lower confidence/self-esteem, poor reading and writing skills, poor number recognition and counting skills.

The school's high- quality teaching and learning, alongside the one- to- one and small group intervention sessions, based on individual targets offer opportunities to develop their self-confidence thus aiming to dispel these barriers to educational achievement.

Challenges

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

Challenge number	Detail of challenge
1	Reading; including phonological awareness, phonic knowledge, word recognition, comprehension of text and exposure to texts.
2	Mathematics- including basic number recognition, simple operations, awareness of quantity and conservation of number. Opportunities for greater depth and mastery of concepts.
3	Supporting families on low incomes to ensure pupils do not miss out on learning.
4	Poor emotional literacy

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
For PPG/ Disadvantaged pupils' progress and attainment to be at least in line with age related expectations by the end of EYFS, Phonics screening and KS1.	<p>80% of PPG/Disadvantaged Children achieve GLD.</p> <p>80% of PPG/Disadvantaged Children achieve phonics.</p> <p>90% of PPG/Disadvantaged children to reach expected standard in reading, writing and mathematics.</p> <p>Standardised assessments and regular teacher assessments will provide evidence of children's progress over time.</p> <p>The progress of PPG/Disadvantaged Pupils will be consistently tracked through pupil progress meetings and the whole school data pack.</p>
High quality CPD for all staff	<p>Maintain Teachers and LSAs training and confidence in the delivery of phonics, reading and Mathematics.</p> <p>Teachers and LSAs fully trained in supporting SEND pupils in our school.</p>
PPG/Disadvantaged pupils will have more opportunities both socially and academically.	<p>Case studies of PPG/Disadvantaged Pupils will help evaluate the impact of interventions and actions.</p> <p>Disadvantaged/PPG pupils will be prioritised for enrichment activities and clubs.</p> <p>Disadvantaged/PPG pupils will have subsidised school trips and visits.</p>

<p>Quality First Teaching provides effective scaffolding to support PP and SEND pupils.</p> <p>Interventions will be reviewed to evaluate effectiveness- high quality interventions are delivered to enable children to make accelerated learning.</p> <p>Governors will have a clear understanding of pupil premium expenditure and impact.</p> <p>All staff have access to tailored CPD programme focused around accelerating needs of SEND pupils.</p> <p>The needs of SEND children are targeted and met through a centralised provision mapping system and quality first teaching in class as well as Inclusion lead support.</p> <p>There is a rigorous and pro-active approach to contacting outside agencies to support in school.</p>	<p>Termly meetings with Inclusion Leader will identify targets and next steps. Wellbeing Tracker in place to identify and track mental health and wellbeing issues.</p> <p>Regular SLT and subject leader book looks will examine the progress of Disadvantaged/PPG pupils and link into teaching and learning targets.</p> <p>Learning walks with a focus on Disadvantaged/PPG children will ensure these are a focus group for the school and governing body.</p> <p>Targeted interventions small group and 1-1 will be regularly reviewed to ensure impact.</p> <p>High Quality CPD available to all staff with a strong focus on SEND improvement and building awareness of strategies and approaches.</p> <p>Advice from outside agencies acted upon to create specific and effective learning targets for pupils with SEND and vulnerable groups.</p> <p>1-1 mentoring where appropriate for vulnerable children.</p>
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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: £750

Activity	Evidence that supports this approach	Challenge number(s) addressed
	The National Strategies suggest that the key to success with all learner's is quality first teaching. All staff are integral to the quality teaching provided therefore high quality CPD for all is of high importance.	
CPD for teachers & LSAs in phonics, reading and maths	<p>EEF research shows that children who are exposed to fully decodable reading do better in reading and writing. The DfE's new 'Essential Core Criteria' 2021 states that all books should be fully decodable to enable the children to feel successful which is particularly important for those children whose early language experiences put them at risk of struggling with beginning reading.</p> <p>Evidenced-based research proved to improve fluency through reading for pleasure.</p> <p>Research has shown that the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning</p>	1 2

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

Budgeted cost: £4040

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Keep up' session in phonics. Either small groups or 1:1	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Evidence research from Letters and sounds.</p>	1
<p>Precision teaching/small group in English (reading) and Maths</p> <p>Support from LSAs and Inclusion in lead</p>	<p>One to one tuition involving a skilled practitioner proved to be most effective method to meet children's needs. Research shows precision teaching is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy (Cabot Learning Foundation 2020). Recommended by Surrey EP Service.</p>	1 2
Pre teach before school for maths in year 2	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	2

Mastering Number	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>(Closing the disadvantage gap, EEF Sept 2021)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure PP/Disadvantage children have correct resources and access to wider curriculum e.g. school trips, everyday consumables, sports lessons	<p>Children who are exposed to these have an enhance knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these. Research by "A New Direction" shows the importance of cultural and arts opportunities to support wider learning of PP students.</p> <p>EEF Arts Participation (educationendowmentfoundation.org.uk)</p>	3
Kite Family Support worker	Families who are experience struggles away from school can be supported in turn	3

	<p>improving the stability of the home life for our children. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>Parental engagementEEF Parental Engagment.pdf (educationendowmentfoundation.org.uk)</p>	4
Social and emotional support	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4

Total budgeted cost: £8925

Part B: Review of outcomes in the academic year 2022 2023

Pupil premium strategy outcomes

2021 -2022 outcomes

For PPG/ Disadvantaged pupils' progress and attainment to be at least in line with age related expectations by the end of KS1.

Data shows that out of the 3 PP children that remained at Folly Hill till end of KS1, 2/3 reached expected or a above.

All PPG children passed the phonics screening

For PPG/Disadvantaged Pupils to good emotional well-being and confidence to speak in larger groups

Feedback from end of year survey showed majority of families were positive regarding the teaching of Wellbeing. 19 families responded and were confident regarding the information they received and how the curriculum met the needs of their children. Two parents found that their children were unable to talk confidently about the nature of bullying, this has been fed into plans for next year.

All pupils participated in class assemblies, or Christmas performance or speaking in assembly at some point throughout the year.

Play therapy supported four children with emotional needs.

High quality CPD for all staff & Quality First Teaching provides effective differentiation to support PP and SEND pupils.

All Staff fully trained in Little Wandle

All staff trained in Barriers to learning, inclusive language, and the inclusive classroom using the surrey SEND tool Kit.

93% Of year two children passed the phonics screening

And 93% of year 1 children passed the screening

All children that attended intervention / booster and fix it groups made excellent progress from their starting points.

PPG/Disadvantaged pupils will have more opportunities both socially and academically.

SENDco support with 1:1 showed impact on vocabulary development and sentence construction. From one word to 3-4 words in a sentence.

SENDco trained in ELSA and supported 7 children.

Wellbeing group of students received support with emotional needs and relationships.

Mentoring for 2 pupils provided the children with the support to come into school in the morning and seek support if required.

Report 2022/2023

One PP child arrived end of November 2022 By April 2023 we had 2 PP children.

For PPG/ Disadvantaged pupils' progress and attainment to be at least in line with age related expectations by the end of KS1

- ½ PP in EYFS class achieved GLD (1 child)
- 90% pass rate in Phonics Screening

For PPG/Disadvantaged Pupils to good emotional well-being and confidence to speak in larger groups

- ELSA support from Inclusion lead supported 5 children.

High quality CPD for all staff

- CPD maintained for phonics and reading.
- All Little Wandle resources in place and being used effectively 90% pass screening.
- Mastering number training for all teaching staff and personalized CPD for LSAs run by maths lead.
- Updated training in precision teaching

PPG/Disadvantaged pupils will have more opportunities both socially and academically.

- ELSA support from Inclusion lead supported 5 children.
- Upon arrival we assess in phonics, reading and maths, and children are placed into the right support groups/1:1 when required. Such as precision teaching

Quality First Teaching provides effective differentiation to support PP and SEND pupils.

- Sensory circuits daily

- ELSA support from Inclusion lead supported 5 children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Little Wandle Letters and sounds
TTRS	Maths Circle
Mastry number	NTCEM