

Pupil premium strategy statement



This statement details our school's use of pupil 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 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	71
Proportion (%) of pupil premium eligible pupils	11% (8)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Ali Stone
Pupil premium lead	Jane Norbury & Ali Stone
Governor	Ashely Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7,400

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 firsthand experiences, encouraging independence, creativity and a love of learning utilising the whole school environment indoors and outdoors, and meeting 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	Children face challenges with writing, including difficulties with transcription (both fine and gross motor skills), as well as language and composition
3	Supporting families on low incomes to ensure pupils do not miss out on learning.
4	Mathematics- including basic number recognition, simple operations, awareness of quantity and conservation of number. Opportunities for greater depth and mastery of concepts.

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, writing and Mathematics.</p> <p>Teachers and LSAs fully trained in supporting pupils with SEND</p>

<p>PPG/Disadvantaged pupils will have more opportunities both socially and academically.</p>	<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.</p> <p>Regular SLT and Teaching and learning book studies 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>

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on phonics to ensure continued progress for all, maintaining high standard.</p> <p>CPD for teachers & LSAs Focusing on language, transcription and composition of writing, mathematical talk, and scaffolding. As well as subject knowledge sessions on grammar and maths.</p>	<p>In line with EEF guidance, support staff to receive training.</p> <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>Evidence in writing from OFSTED research 2022 emphasised the importance of explicit teaching of foundational skills as a prerequisite, including spelling and handwriting, sentence construction, control of grammar and use of vocabulary, to allow all pupils to write effectively. Children practise composition through oral activities before their transcription becomes fluent.</p> <p>Language comprehension and composition can be developed through a literature-rich environment, for example through interactions between adults and children and by listening to, talking about and</p>	<p>1,2,& 3</p>

	<p>learning by heart stories, poems, rhymes and songs.</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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4400

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Keep up' session in phonics. Either small groups or 1:1 following Little Wandle a government accredited programme	<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
Precision teaching/small group in English (reading, transcript and language) and Maths Support from LSAs and SENCO	<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 & 4

Pre teach	<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>	1,2 & 4
Mastery 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>	4

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

Budgeted cost: £ 2000

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.pdf (educationendowmentfoundation.org.uk)</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 2 7</p> <p>EEF_Life_Skills_&_Enrichment (educationendowmentfoundation.org.uk)</p>	3
Social and emotional support	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3

Total budgeted cost: £7400

Part B: Review of outcomes in the academic year 2023 2024

Pupil premium strategy outcomes

Report 2023/2024

We started the year with one PPG pupil; by the end of the year this increased to 5.

Ofsted November 2024

‘Pupils love being part of the ‘Folly Hill family’. They thrive at this highly inclusive school. The school has very high expectations of pupils, who strive to meet them. Pupils achieve exceptionally well and benefit hugely from the warm and respectful relationships between staff and pupils. Pupils’ behaviour is exemplary. They focus on their learning for sustained periods of time. Pupils consistently show kindness and consideration towards each other and adults.’

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

- 100% PP in EYFS class achieved GLD (1 child) compared with 73.3% (22 out of 30) non-pp children got GLD.
- 100% pass rate in Phonics Screening (4 children) 96% (26/27) of the class passed.
- No PP children in Year 2

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

- Nurture support from Inclusion lead supported 5 children.

High quality CPD for all staff

- CPD maintained for phonics and reading.
- CPD on foundations subjects
- LSA training on inclusion
- Mastering number training maintained for all teaching staff and personalised CPD for LSAS run by maths lead.

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

- Nurture support from Inclusion lead supported 5 children.
- Upon arrival children were assess in phonics, reading and maths, and children are placed into the right support groups/1;1 when required, such as precision teaching. 1:1 writing and extra phonics sessions and keep up maths sessions.
- PP children participated in afterschool clubs

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

- Sensory circuits 3 times a week
- Nurture support from Inclusion lead supported 5 children.
- Keep and catch-up support provided in reading, phonics and maths
- Pre learning provided for all subjects
- Inclusive curriculum

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	Letters and sounds- Little Wandle
Mastery number	NTCEM
TTRS	Maths Circle