

# Ingatestone Infant School

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Ingatestone Infant School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	3.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2026
Statement authorised by	Louise Donno
Pupil premium lead	Neil Taggart
Governor / Trustee lead	Stacy Wootten

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£6,050</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### School Vision, Mission and Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP):

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that our school vision, mission and values run through all our school policies and practice.

**‘Connecting our community through the delivery of an equitable, inclusive and ambitious curriculum.’**

“Love, belonging and connection are the universal sources of true well-being.” – Unknown

**‘Growing together, learning together, working together, and caring for each other.’**

“Life's most persistent and urgent question is, 'What are you doing for others?'” - Martin Luther King, Jr.

**Be Kind, Be Curious, Be Hopeful, Be Proud, Be You**

“True belonging never asks us to change who we are. True belonging requires us to be who we are.” –

Brené Brown

### School Ethos

At our school we aim to provide the best possible education in a friendly, secure, and caring environment. We value the uniqueness of each child and seek to foster in them a love learning, an appreciation of beauty and a consideration for others.

It is a core aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This Relationships and Behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, connected, safe, secure, able to learn and experience a sense of belonging.

We believe that our curriculum should be enjoyable, rich, varied and challenging to engage and excite our children. We strive to meet the needs of all our pupils and ensure every child can fulfil their potential. We have developed a progressive, layered and creative curriculum which involves teaching the key skills of the National Curriculum. This is both a skills and knowledge-based approach. The intention is to give children and teaching staff opportunities to explore their own creativity and to give the children more purpose for their learning. We aim to create independent thinkers who take ownership over their education, developing strong life-long learning behaviours of perseverance and resilience.

We aim is to ensure that a child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education. We want to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at our school. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

We aim to create a happy and caring community where we all feel valued and secure. As a school we value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential. We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.

At Ingatestone Infant School we aim to promote positive learning for our children with PPG through:

- Ensuring they feel a valued part of the school community – the importance of children's social, emotional and moral and mental well-being is paramount
- Providing a safe and supportive environment
- Having access to a wide range of teaching and learning strategies to suit their needs
- Preparing all children for their next stages of education
- Promoting independence and resilience as a learner, without over-reliance on adult support
- Identifying and addressing needs as quickly as possible
- Communicating their needs appropriately throughout the school
- Making effective use of all support services available to us wherever possible

## Challenges

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

Challenge number	Detail of challenge
1	<b>Reading:</b> there can be a gap between the amount disadvantaged children read at home than that of other students
2	<b>Emotional Needs and behaviour for learning:</b> disadvantaged pupils can sometimes have low self-esteem and self-worth. They also don't always realise their full potential.
3	<b>Broadening the range of learning experiences:</b> some disadvantaged pupils have less 'cultural capital' than other pupils
4	<b>Speech and Language:</b> we have observed that children are entering our school with a lower level of language and therefore lower word knowledge
5	<b>Parental Engagement:</b> families facing the most challenges can sometimes be difficult to engage
6	<b>Progress:</b> ensuring all PP pupils make the expected progress in line with their peers and nationally, with a focus on Literacy, numeracy and oracy skills.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Programmes in place for PP pupils to improve progress, especially with Literacy, maths and oracy skills	Data analysis shows that all PP pupils will make the expected progress in line with their peers.
Pupils reading at least five times per week	Embed guided reading sessions and listening to pupils read regularly so that PP pupils will develop a love of reading for pleasure
Pupils emotional and behavioural needs are met	All pupils will be valued, and their emotional needs will be heard and met. Pupils will feel safe and happy to come to school and talk to and be supported by the adults in our school. Home/School communication and relationships will support families. PP students are ready for learning and have the equipment required for the learning.

Teachers have enough time to reflect upon individual learners needs and adapt teaching accordingly	PPA time and additional adults to support PP pupils and pupils with higher needs (academically, socially and emotionally)
Engage the families facing most challenges	SENDCO to build relationships with the families (families will feel listened to and supported). Successful referrals for family support to outside agencies. Families attend parent evening sessions.
Progress of PP pupils across the school is consistently in line with or better than the national average by the end of KS1	All PP pupils will make expected progress in line with or better than their peers.
Curriculum implementation is consistently strong across all subjects with a positive impact upon pupil outcomes	Curriculum Intent in all curriculum subjects is embedded through high Quality Teaching. Wider curriculum areas e.g. offsite sports and trips supports PP pupils' cultural capital. Pupils feel supported by our broad and balanced curriculum.
Improved punctuality and attendance for PP pupils	PP pupils in their class in time for the start of the first lesson
Pupils' emotional needs are met	All pupils will be valued All pupils' emotional needs will be heard and met All pupils will feel safe and happy to come to school and talk to and be supported by the adults in our school

## 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: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma Perceptive Practice training. Literacy reading and phonics training for staff.	EFF – Collaborative Learning Cost: 1/5 Evidence Strength: 4/5 Months Impact: 5	2 3 4
E-Safety Training	EFF – Digital Technology Cost: 3/5 Evidence Strength: 4/5 Months Impact: +4	3 5
All staff set high expectations of PP students and ensure appropriate differentiation, adaptations to learning, stretch and challenge. Curriculum is reviewed and developed.	Education Endowment Foundation toolkit research Supporting the attainment of disadvantaged pupils: success and good practice (DfE: 2015)	1 2 3 4 6
CPD training TAs and teachers on phonics and curriculum development.	EFF – Individualised Instruction Cost: 1/5 Evidence Strength: 3/5 Months Impact: +3	1 2 3 4 5 6

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

Budgeted cost: £3,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support in class	<p><b>EFF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: 5</p> <p><b>EFF – Feedback</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +8</p> <p><b>EFF – Individualised Instruction</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +3</p>	<p>1 2 4 6</p>
Additional teacher in year 2 to deliver maths and English sessions. Reducing class sizes for core subjects.	<p><b>EFF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: 5</p> <p><b>EFF – Feedback</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +8</p> <p><b>EFF – Individualised Instruction</b>            Cost: 1/5            Evidence Strength: 3/5            Months Impact: +3</p> <p>Research from the Sutton Trust has shown that high quality first teaching and learning has the biggest impact on the progress of disadvantaged children.</p>	<p>1 2 4 6</p>
Developing a language rich environment	<p><b>EFF – Collaborative Learning</b>            Cost: 1/5            Evidence Strength: 4/5            Months Impact: 5</p> <p><b>EEF – Improving Literacy Recommendations</b></p>	<p>1 3 5 6</p>

PP students have the same access to resources as their peers. Link to curriculum specific areas.	The pupil premium: how schools are spending the funding successfully (Ofsted: 2013)	2 6
Phonics Support and Progression	<b>EFF – Phonics</b> Cost: 1/5 Evidence Strength: 5/5 Months Impact: +4	1 4 6
Support for parents and carers in reading and sharing books	<b>EEF EYs – Parental Engagement</b> Cost: 2/5 Evidence Strength: 3/5 Months Impact: 4	2 3 6

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Visitors Offsite sporting activities School Trips Breakfast Club Clubs	<b>EFF – Outdoor Adventure Learning</b> Cost: 3/5 Evidence Strength: 3/5 Outdoor Visitors Offsite sporting activities Months Impact: +4 <b>EFF – Social and Emotional Learning</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +4 <b>EFF – Sports Participation</b> Cost: 3/5 Evidence Strength: 2/5 Months Impact: +2	2 3 4 7
Kids Inspire Counselling support and signpost parents	<b>EFF – Mentoring</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +7	2 5

to resources, services and agencies		
Time to talk sessions 1:1 with staff member	<b>EFF – Mentoring</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +7	2 4
Therapy Dogs explored to see whether this is a possible support mechanism for pupils	<b>EFF – Mentoring</b> Cost: 3/5 Evidence Strength: 4/5 Months Impact: +7	2 5

**Total budgeted cost £ 6,060**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Little Wandle groups target phonics gaps effectively.	Extra intervention groups for phonics resulting in some catch-up achieved.
Establish small group interventions for disadvantaged pupils who have fallen behind.	75% made progress in reading, writing and maths.
Identification of the gaps caused by non-attendance at school.	Gaps identified to inform small group work, 1 2 1, and intervention sessions.
Broaden the range of learning experiences for PP pupils to give them the cultural capital to develop further in the future.	Maths Fluency project.
Maintain smaller single aged groups for the autumn term before the return to mixed classes in the spring.	Reading fluency to be developed.

### Externally provided programmes - None

*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
Phonics	Little Wandle

## Further information (optional)

Appropriate activities from this strategy have been included in the action plans for this year's School Development Plan to be seen as part of whole school development.