LEADING SUCCESS SECURING SUCCESS DEVELOPING SUCCESS STANDARDS FOR SUCCESS SUPPORTING SUCCESS ACHIEVING SUCCESS

SOUTH OSSETT INFANTS ACADEMY

# Pupil Premium Strategy 2024/25

A MEMBER OF Accord MULTI ACADEMY TRUST

# 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 | South Ossett Infants Academy |
| Number of pupils in school | 72 |
| Proportion (%) of pupil premium eligible pupils | 7% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25<br>2025/26<br>2026/27 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Hannah Young<br>Headteacher |
| Pupil premium lead | Hannah Young |
| Governor / Trustee lead | |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £11,913 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £11,913 |

# Part A: Pupil premium strategy plan

## Statement of intent

At South Ossett Infants Academy we have the highest expectations of what every pupil can achieve regardless of their context or starting point with an aspiration to provide a world class education for all young people within our community. We are ambitious for all our young people, and we have a relentless approach to creating a positive ethos for learning and a success culture.

We understand that it is vitally important that we get the basics right, for example quality first teaching and attendance, as if these are not in place, standards of our pupil premium pupils will not improve, and their life chances will be affected.

We adopt a whole school ethos using our **Vulernable First** approach in which all staff take responsibility for disadvantaged and vulnerable pupils' outcomes and raise expectations of what they can achieve.

Our approach also prioritises ensuring that all children, including those who are vulnerable, have access to a wealth of wider opportunities in order to develop their cultural capital. We want all children, regardless of their circumstances, to have experiences with deepen their understanding of the world around them, develop their skills and talents and have opportunities to have fun with peers. Our targeted support through funding and other actions is done equitably in order to achieve this for all our students.

Our actions and plans to address the challenges and barriers are evidence based and underpinning this is research from the following areas:

- The Education Endowment Foundation (EEF) Teaching Toolkit
- Department for Education (DfE) guidance on Pupil Premium (PP)
- EEF National Disadvantaged study
- Evidence from schools within our Trust and local educational community
- National Education Trust practical guide on Pupil Premium

All members of staff and the governing body at South Ossett Infants Academy accept responsibility for our vulnerable pupils and are committed to meeting their academic and pastoral needs, ensuring they are challenged to achieve, and that early intervention occurs when this has been identified through robust diagnostic assessment.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Teaching and Learning:** Data show us that PP boys do not perform as well as non PP boys in writing at the end of Key Stage 1 - 67% of PP boys |

| | |
|---|---|
| | achieved the expected standard in writing compared to 100% of PP girls (July 24). |
| 2 | **EYFS:** Communication and language continue to be an area for improvement amongst our vulnerable pupils. PP children are most likely to enter school with delayed language development. This continues to be a challenge for our youngest children in school and has a wider impact on their reading and phonics. Baseline assessments indicate that disadvantaged children have lower communication and language starting points. |
| 3 | **Parental Engagement:** Many parents of disadvantaged pupils find it difficult to engage and work with school due to their negative experiences of education and do not always recognise the priority /importance of home and school working together to support learning. |
| 4 | **Social and Emotional Needs:** The number of pupils entering EYFS with low PSED (Personal Social and Emotional Development) is increasing. More work is needed to develop whole-school approaches to supporting all pupils with the skills to develop robust resilience and the strategies to self-regulate when managing challenging feelings and emotions. |
| 5 | **Enrichment and Aspirations:** Many of our Pupil Premium students have limited life experiences and have not taken part in the same breadth of events as Non-Pupil Premium students outside of school. |

## 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 |
|---|---|
| To close the gap in writing between PP boys and girls. | The gap between pupil premium boy and girls achieving ARE in writing across all year groups will decrease. |
| To ensure that children in Early Years are exposed to quality language and PP children will have access to intervention programmes as well as the use Little Wandle (phonic scheme) intervention so that they are able to 'keep up' during daily phonic lessons.<br>Wellcomm will be introduced to screen all PP children upon entry to nursery.<br>PP children will have access to the NELI language programme. | Most PP children will achieve ELG in communication and language upon leaving Early Years. |
| To increase the engagement of parental support by targeting families in Early Years and ensuring they are a part of the school family. Ensuring that all families are engaging in systems of sharing information. All families receiving emails and text messages. Increase the engagement in face to face events in school such as children performances and information for parents events. | PP parents will be engaged and involved in their children's learning. There will be a higher percentage of PP families attending open events in school and they will engage in methods of school communication. |

| | |
|---|---|
| To support the SEMH needs of all pupils in school particularly those PP pupils by ensuring that children are identified as requiring support and support is implemented. | PP children will be supported with SEMH needs which will improve their readiness to learn. |
| To allow opportunities for our vulnerable pupils to have experiences they may not have outside of school through the South Ossett Passport.<br>To support PP families by supporting financially with excursions, uniform and PE kit, residentials, milk and quality texts. | PP children will experience the same as non-PP children and will have the same opportunities to follow interests and passions. |

## 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

Budgeted cost: £6,969

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| FFT data used in pupil progress meetings to set aspirational targets.<br><br>PP/vulnerable children will be targeted for discussion in pupil progress meetings. SENDCo will support with recommendations for targeted interventions.<br><br>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Targeted interventions carried out regularly and impact measured. | EEF Pupil Premium guide – *'When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.'*<br><br>Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. Consistent use of strategies that have helped PP children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. | 1, 2, 4 |
| Vulnerable First' *Quality First Teaching* initiative ('One Pager')<br><br>Time for PP lead to monitor agreed strategies and approaches. | EEF Pupil Premium Guide – *"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."* | 1 |
| Purchase of high-quality texts to allow children | Oral language interventions consistently show positive impact on learning, | 1, 2, 4 and 5 |

| | | |
|---|---|---|
| access to a rich range of vocabulary.<br><br>Purchase resources to support vocabulary enrichment | including on oral language skills and reading comprehension.<br><br>**Oral language intervention**<br><br>**(EEF + 5 months)** | |
| Purchase resources to ensure that no child is left behind with the teaching of phonics in the early years and key stage 1.<br><br>Continue to develop staff CPD in the delivery of systematic, synthetic phonics programme to ensure quality and consistently across all age groups.<br><br>Little Wandle catch up and SEND intervention programmes to be used for identified children. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br><br>Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1 and 2 |
| Purchase of standardised diagnostic assessments.<br><br>Training for staff to ensure assessments are interpreted and administered correctly.<br><br>Opportunities to benchmark and moderate with other Trust Primary academy | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br>*An effective pupil premium strategy requires goal setting, underpinned by short, medium and long-term outcomes needed to reach those goals. The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential*.<br>Standardised tests \| Assessing and Monitoring Pupil Progress \| Education Endowment Foundation \| EEF | 1 |

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

Budgeted cost: £2,940

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Application of Vulnerable First strategy<br><br>Ensure a Vulnerable first focus. | NFER report on *'How are schools raising the attainment of disadvantaged pupils?'* - *"Have clear, responsive leadership: setting ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance."* | 1, 2, 3 |
| Small group interventions (reading, writing and maths) | *New EEF study finds significantly lower achievement with a large and concerning gap" for disadvantaged pupils.*<br>*https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures* | 1, 2, 4 and 5 |
| Reading in the Early Years.<br><br>Ensuring all pupils have access to quality texts, ambitious vocabulary / language and develop a love of reading and books from the moment they begin school.<br><br>• WELLCOMM language intervention programmes.<br>• NELI intervention programme.<br>• Purchase resources<br>• Reading workshops for parents | EEF 'Preparing for Literacy Guide' – '*Language provides the foundation of thinking and learning and should be prioritised.' 'Early reading requires the development of a broad range of capabilities'* | 1 and 2 |

| | | |
|---|---|---|
| Phonics 'keep up' | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics \| Toolkit Strand \| Education Endowment Foundation \| EEF | 1 and 2 |
| Transition support<br><br>• Support pupils with transition where needed. | EEF evidence suggests that *"transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes".* | 3, 4 and 5 |

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

Budgeted cost: £2,184

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Support pupils with SEMHs by identifying those requiring support from mental aid first aiders, learning mentor, Futures in Mind, CAMHs and SEMHs advisory teacher.<br><br>• Mental first aid training for staff<br>• Allocated time for mental first aiders and learning mentors to do direct work with children<br>• SENDCo and learning mentor to attend Futures in Mind consultations | EEF key findings – '*Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'* | 4 |

| | | |
|---|---|---|
| 'Vulnerable First' *Attendance*<br><br>• Office staff to make first calls to non-attending families.<br>• SMT to carry out home visits.<br>• Office manager to monitor attendance and reporting.<br>• Purchase prizes for attendance awards.<br>• Systems in place to reward good attendance | EEF Pupil Premium Guide recommends that *"Wider strategies relate to the most significant non-academic barriers to success in school, including attendance."* | 3, 5 |
| Raise parental engagement for pupils of PP.<br><br>• Parental engagement events literature and resources<br>• Monitor attendance of PP pupil families at events throughout school. | EEF evidence on behaviour interventions – "*Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions."* | 3 |
| Family financial support in order to ensure that they participate in enrichment activities Eg school trips, residentials etc. | Research shows that children who play a musical instrument can do better in a range of subject at school. It develops creative thinking and motor skills. Evidence shows that taking part in extra curriculum activities helps to support learning in class. · Evidence shows that children improve teamwork and their social interaction through sport. They will also develop healthy activity habits that encourage lifelong participation in physical activity.<br><br>Sports and arts participation (EEF + 2 months)<br><br>Educational trips (EEF + 3 months)<br><br>Outdoor Adventure learning (EEF + 4 months) | 5 |

| | | |
|---|---|---|
| South Ossett Passport | School has identified that many PP children do not have the life experiences that will enhance their ability to have the skills to succeed as a future citizen<br><br>Sports and arts participation (EEF + 2 months) | 3, 4 and 5 |

## Total budgeted cost: £12,093

# 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.

| Tier 1 – Teaching |
| --- |
| Disadvantaged pupils continues to be at the forefront of staff minds.<br><br>Outcomes for disadvantaged pupils continue to be monitored on the RAP sheets and as part of pupil progress meetings.<br><br>Children are encouraged to become resilient learners throughout school and achievement is celebrated through a number of means. Children look forward to rewards and celebration assembly continues to be the favoured assembly of the week.<br><br>Areas to improve upon are the number of disadvantaged children achieving greater depth in writing.<br><br>50% of disadvantaged pupils in Y1 passed the screening check. These children were the first cohort to have had the Little Wandle throughout EYFS and Y1 therefore the impact of the scheme is evident in the results.<br><br>Disadvantaged pupils continue to perform well:<br><br>EYFS GLD – data not statistically viable.<br><br>Y1 Phonics – 50%<br><br>Y2 – R – 67%, W- 83%. M- 67%, R/W/M – 60%<br><br>Disadvantaged pupils continue to be highlighted readers and read more than 3x a week in school. This has ensured that no child is left behind with the opportunities to put reading skill into practise.<br><br>Early identification of needs in Early Years and provision is tailored to meeting the needs of these children.<br><br>Promotion of reading areas in classrooms and throughout other areas in school ensure that reading is seen as high profile and the love of reading culture is accessible for all our learners.<br><br>Range of quality texts have been purchased which aim to engage those harder to reach learners when it comes to reading. |

Storytime is identified on each class timetable everyday which ensures that children develop a love for stories and reading.

## Tier 2 – Targeted Academic Support

Little Wandle phonics scheme is now fully embedded, coaching has been undertaken. Phonics leader monitors the teaching of phonics and tracks progress of pupils and intervention. Some staff have been trained in the delivery of the Little Wandle SEND phonics intervention which has had impact on the results of children leaving UF. All staff strive to ensure there is fidelity in the scheme.

Lowest 20% readers identified by class teachers and these are the children who form relationships with our volunteer reading adults and receive reading/story sharing input daily. The progress of the lowest 20% is monitored by SLT and reading leader.

Lowest 20% writers identified by class teachers and these children are targeted during extended writing activities by the class teacher or teaching assistant. The progress of the lowest 20% is monitored by SLT and writing leader.

Quality first teaching of writing continues to be a focus during in school monitoring exercises. HT and English lead carry out observations of writing lessons and provide appropriate CPD and coaching where required.

All vulnerable pupils continue to access the NELI programme for language development. Robust tracking of the delivery of the NELI sessions has meant that 80% of all pupils achieved GLD. PP numbers in EYFS were so small that it was not statistically viable to use this data.

## Tier 3 - Wider Strategies

Attendance figures for 2023.24 for PP children stood at 95% in July.

All staff continue to form positive relationships with identified pupils.

Open evenings and parent evenings continue to be well attended and teachers reach out to families who have not made appointments.

Milk continues to be purchased for PP children who wish to have it as part of promotion of Healthy Lifestyles.

As part of our enrichment work to offer broader experiences for all children, we have organised for classes to go out of school on visits and have also invited visitors into school. We recognise that access to the curriculum or enrichment experiences are not dependent on family resources or income and have therefore subsidised the cost for disadvantaged children when needed. This support has been both strategically deployed and used on a reactive basis but has meant that 100% of disadvantaged students have taken part in school visits.

## Externally provided programmes

| Programme | Provider |
|---|---|
| Making a difference to disadvantaged | One Wakefield/EEF |
| | |

## Service pupil premium funding (optional)

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |