

# Pupil premium strategy statement – Haddenham Community Infant School

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	92
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	5.11.2024
Date on which it will be reviewed	5.11.2027
Statement authorised by	Lucy McNeil
Pupil premium lead	Lucy McNeil
Governors	Marjorie Johnston/Izzy McLocklin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,679
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£31,679

# Part A: Pupil premium strategy plan

## Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made.

We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, attendance and punctuality issues which can also be attributed to a lack of confidence in some subjects. There may be many complex situations that prevent children from flourishing.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

Promote an ethos of attainment for all

Individualised approach to address barriers – rather than access to generic support and focusing on students nearing end of KS

High quality teaching – rather than bolt-on strategies

Focus on outcomes for individuals

Best staff work with disadvantaged students

Decisions based on data and respond to evidence – frequently

Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and pupils' priorities change.

We also ensure that in order to make the biggest difference we focus on a small number of strategies.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Quality First Teaching</b></p> <p>We believe that the behaviour and practice of the classroom teacher has the greatest impact on the academic and social outcomes of all children, particularly those living with disadvantage and/or SEND.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every one of our teachers is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them</p>
2	<p><b>Attendance</b></p> <p>Our data indicates that school attendance among disadvantaged pupils continues to be lower than those of non-disadvantaged pupils.</p>
3	<p><b>The Attainment gap</b></p> <p>Our disadvantaged pupils are not attaining or progressing as well as their peers. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Our challenge is to consider how classroom teachers and teaching assistants can better provide targeted academic support, particularly by linking interventions such as structured small group work , pre teaching sessions or individual provision/tutoring to general classroom teaching and the curriculum</p>
4.	<p><b>Mental Health and Wellbeing</b></p> <p>Through our assessments, observations and discussions with pupils and families, it has been identified that many pupils suffer from mental health difficulties, including social and emotional difficulties (friendship issues, family issues, anxiety). These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during and since the pandemic.</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
1.To improved reading attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils	Pupil Premium data for KS1 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
2. To improved writing attainment among disadvantaged pupils and narrow the gap	Pupil Premium data for KS1 writing data will show comparably to that of non-pupil

between pupil premium and non-pupil premium pupils.	premium pupils and individual gaps in performance will have been narrowed.
3. To improved maths attainment among disadvantaged pupils and narrow the gap between pupil premium and non-pupil premium pupils.	Pupil Premium data for KS1 reading data will show comparably to that of non-pupil premium pupils and individual gaps in performance will have been narrowed.
4. Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20and%20emotional">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20and%20emotional</a>
5. . To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and attendance for disadvantaged children will be in line with non-disadvantaged pupils.</li> </ul>

## 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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and implementation of mastering number and maths mastery across all year groups.	“Teaching for mastery” is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations. The impact of mastery learning approaches is an additional five months	1,2

	<p>progress, on average, over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p>Purchase of standardised diagnostic NTS assessments.</p> <p>Mentoring of staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	1,2
<p>Enhancement of our maths teaching and curriculum through quality CPD from the Maths Hub and White Rose.</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><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths?utm_source=/education-evidence/guidance-reports/early-maths&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=maths</a></p>	3

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

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading.</p>	<p>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:</p>	1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	
Additional writing sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2
Additional maths sessions targeted at disadvantaged pupils including the bottom 20%, who require further teaching to narrow the gap in attainment.	Small group interventions of 2-5 pupils with a specific focus have a proven track record of making progress and teaching a specific skill. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	3
Additional tutoring targeted at disadvantaged pupils including the lowest 20% who require further intensive teaching and recall to narrow the gap in attainment.	Employment of a tutor to deliver either individual 1:1 or focused small groups in key skills of reading, writing and Maths has proven track record of making progress and teaching a specific skill <a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a>	1,2,3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for key members of staff in nurture provision	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Introduction of nurture group for small groups of children	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress). Improvements seem more likely when approaches are embedded into routine educational practices, and supported by	4

	<p>professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers were committed to the approach appeared to be important. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Engage with parents and Bucks Attendance Team to promote positive attendance.</p>	2
<p>Breakfast club offered to all disadvantaged and eligible pupils to support nutrition, behaviour and attendance.</p>	<p>It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p>	

**Total budgeted cost: £ 35,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Disadvantaged pupil performance EYFSP 2024

Achieved a Good Level of Development in EYFSP 70%

#### Disadvantaged pupil performance Year1 Phonics 2024

Meeting expected standard at Year 1 Phonics 60%

#### Disadvantaged pupil performance Key Stage 1 2024

Meeting expected standard at KS1 Reading 16.6%

Meeting expected standard at KS1 Writing 0%

Meeting expected standard at KS1 maths 16.6%

Working at greater depth in KS1 Reading 16.6%

Working at greater depth in KS1 Writing 0%

Working at greater depth in KS1 Maths 0%

### 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
Play therapy	Building Rainbows