

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	Stalham Infant (Academy)
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers	2024-25 (& 2023-24 review)
Date this statement was published	1.9.2024
Date on which it will be reviewed	1.7.2025
Statement authorised by	Clare Jones (Director of Education)
Pupil premium lead	Glenn Russell
Governor / Trustee lead	Clare Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,120
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,120

Part A: Pupil premium strategy plan

Statement of intent

- Improve and enhance the life chances of pupils eligible for pupil premium funding by delivering appropriately targeted support to ensure that they make good progress from their starting points and that they achieve in all areas to the best of their ability.
- Address the health, well-being and social and emotional needs of those pupils eligible for the pupil premium funding for whom this support is appropriate.
- We ensure all work carried out through the Pupil Premium funding is aimed at accelerating progress and moving children forward to achieve at least age related expectations and to narrow the achievement and attainment gap (where it exists) between disadvantaged pupils and their non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Pupil understanding is below expected starting points for the start of EYFS. Low attainment on entry resulting in low self-expectation as identified by baseline assessment on entry at the start of Reception.
2	Pupils' experience of and exposure to social and learning environments is limited upon entry to the school resulting in challenging learning behaviours and delays in developmental milestones.
3	Attendance and learning behaviours. Low Aspiration; manifesting in boredom towards school & low attendance rates on entry.
4	Wider life experiences of disadvantaged pupils and of their parents. Limited trips and experiences outside of Stalham are experienced by PP children.
5	Social, Emotional, Mental Health difficulties as identified on the SEN register within the identified disadvantaged children

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
Pupil Premium (PP) to progress above non PP to address their knowledge gaps as they progress through EYFS/KS1	Rates of PP progress in RWM are higher than that of non PP children
All teaching and learning is at least good with large areas of Outstanding	All teaching and learning is at least good
To improve the wider life experiences - Continue the high level provision with regard to school trips, residential and enrichment activities.	All pupil premium pupils are provided with full access to school trips and residential and enrichment activities.
Identified PP children with SEMH difficulties access school based mental Health support	In school mental health provision is catering for identified children's needs allowing them to fully access educational offer.

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: £6,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff have received a training package to deliver Cooperative Learning effectively to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the attainment and progress metrics.	EEF Collaborative learning evidence summary report & previous outcomes	1 & 2

Enhance provision of teaching and learning monitoring and the evaluation of disadvantaged pupils' progress and attainment; to support staff increase the pace of pupils' progress	EEF Feedback evidence summary report	1 & 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> 1. To increase capacity of adults in every year group to provide a more favourable staff to pupil ratio, resulting in positive progress gains 2. To upskill support staff with appropriate approaches and pedagogy to teaching interventions 3. To identify pupils who may require more targeted support on a daily basis 4. To provide training on the end of EYFS & KS1 expectation for all staff to ensure understanding of end points. 	Previous success and outcomes/attainment. EEF Reducing class size report EEF Making Best Use of Teaching Assistants guidance report	1 & 2

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

Budgeted cost: £7,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> 1. To identify pupils who are falling behind national average 2. To provide tailored support for families with low attendance, working with the LA's Attendance team and key members of staff 	Improving school attendance: support for schools and local authorities guidance	3

<ol style="list-style-type: none"> 3. A review of attendance policy and practice to account for latest updates (e.g. MOD guidance) and changes in guidance 4. Use traffic light monitoring system to allow early intervention if attendance drops below expected levels 		
<ol style="list-style-type: none"> 1. Mental Health Lead (MHL) in position and able to provide 1-1 sessions for identified children. 2. MHL to meet with families to identify relevant next steps for PP children and family members 3. MHL contribute to PP EHAP processes and safeguarding meetings 4. Enhance the provision and number of spaces for therapy available by the supervision of other play workers/therapists. 	EEF Improving Social and Emotional Learning in Primary Schools guidance report	5
<ol style="list-style-type: none"> 1. To ensure the curriculum is balanced and carefully sequenced, and allows opportunities for cultural development 2. To allow all disadvantaged children a half price trips and experiences 3. To allow pupils to partake in visits, both virtually and in school, which build on skills and knowledge from our curriculum 4. To provide greater enrichment opportunities for disadvantaged pupils. For example visits to Norwich Castle or the Norfolk Show. 5. To have themed curriculum days/weeks to deepen children's understanding of specific topic areas 	EEF Outdoor Adventure Learning evidence summary	4

Total budgeted cost: £28,120

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.

- Pupil premium children were able to be identified and prioritised for intervention provision
- Additional support was given by SENCO for those PP children with SEND resulting in a positive return to learning
- Mental Health team has seen a significant reduction in the number of children needing individual or small group sessions as a result of accessing support through allocated PP funding
- PP attendance 93.27% vs. Whole school attendance 93.01%

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
Times Table Rockstars	TTRockstars.co.uk
Floppy Phonics	Oxford Owl

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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