



Pupil Premium and Recovery Premium Strategy Statement 2023-2024

What is Pupil Premium?

Pupil Premium is paid by a specific government grant calculated from school census data for pupils registered as:

- Eligible for Free School Meals including 'Ever 6' children. (These are children who have been eligible for Free School Meals at any point in the previous 6 years). £1,455 per child
- Looked after Children - £2,530 per child
- Previously Looked after Children - £2,530 per child
- Children whose parents are serving in the armed forces - £335 per child

In 2014 Universal Free School Meals were introduced across the country, entitling all school children up to the age of 7 to free school meals every-day. Pupil Premium Free School Meal grants continue to be based on the original income based Free School Meal criteria. This relies upon parents registering for Free School Meals with Stockport Council.

It is additional to main school funding and is used by school to address any underlying inequalities between eligible children and others by ensuring that the funding reaches the pupils who need it most.

Schools do not have to spend Pupil Premium solely to benefit eligible pupils, directing it to wherever there is greatest need.

This statement details our 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.

What is Recovery Premium?

Recovery premium is part of the government's package of funding to support pupils whose education has been impacted by COVID-19.

School overview

Detail	Data
Number of pupils in school (without nursery)	232
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	September 2023 – September 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Yvonne Dobson
Pupil premium lead	Yvonne Dobson
Governor	Steven Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,855
Recovery premium funding allocation this academic year	£3,045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£42,900

Part A: Strategy plan

Statement of intent

At Great Moor Infant School we have high expectations for all children in our school, and believe that with quality first teaching, highly effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to children eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Great Moor Infant School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children do not fall behind their peers with similar starting points. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research and established successful schemes. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a "passion for learning" and acquire skills and abilities commensurate with fulfilling their potential.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment outcomes and slower rates of progress have been made by Pupil Premium/disadvantaged children along with other children due to the impact of the pandemic. Many Pupil Premium children are also identified as having SEND (44%). Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	Of the 3 Pupil Premium children in EYFS all are making good progress. It is predicted that 1 will achieve GLD. 2 are not predicted to achieve GLD. Of the 7 Pupil Premium children year 1 in September 2023, 2 are predicted to be below or emerging in maths, reading and writing.

	Of the 8 Pupil Premium children in year 2, 4 are predicted to meet in maths, reading and writing and 4 are predicted to be emerging.
3	2 children have 100% attendance 6 have attendance of between 95% and 99% 7 have attendance of between 90% and 94% 2 have attendance of between 85% and 90% 1 children have attendance of below 85% Attendance is carefully managed by the Headteacher and attendance officer in line with the LA policy. Where children have lower attendance in the vast majority of cases it is due to sickness.
4	A number of the Pupil Premium children have been identified as requiring additional support around school and on the playground in order that they can further develop emotional wellbeing.

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. Disadvantaged children make at least expected progress from their individual starting points in Reading, Writing and Maths.	<ul style="list-style-type: none"> • Most children making expected progress from our baseline assessments. • Data demonstrates that the majority of PP children are at ARE.
2. The gap is narrowed in the progress and attainment of PP and non-PP children.	<ul style="list-style-type: none"> • Children are identified, supported and tracked closely to ensure they make accelerated progress to catch-up. • Children have age appropriate opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively, identifying and address learning gaps and misconceptions. • Monitoring shows that lessons are taught with quality teaching and good learning outcomes. • Teachers are provided with professional development which enables them to continue to improve quality first teaching.
3. The language deficit for children in receipt of Pupil Premium funding is diminished. A reading culture that ensures all children read regularly and develop a love of books	<ul style="list-style-type: none"> • All staff are RWI trained to teach every child to read.

is embedded throughout the school community.

- All children are exposed to rich, purposefully selected vocabulary throughout the curriculum shared with parents/carers.
- Children are taught phonics daily by staff demonstrating knowledge and fidelity to scheme.
- Focus for RWI is 'Keep Up Not Catch Up' to prevent children from falling behind.
- Children accurately read a phonically appropriate text in daily RWI sessions. Reading is deep in the heart of our school and all teachers have the knowledge and determination to teach every child, regardless of age, background or need.
- Discussions with the children, book areas in classrooms and displays show the school's love of books and our reading culture.
- Children are regularly read to by staff, sharing stories, aspirational class texts with new vocabulary. Staff choose the best books to read aloud.
- Consistent implementation of excellent practice and high expectations across the school for reading.
- Speech and Language specialist in school results in increased ability in staff to support children with additional speech needs.
- Increased % of PP pupils are working at ARE or above across the school in phonics and reading.

<p>4. Children's social and emotional wellbeing needs are targeted and support is effective.</p>	<ul style="list-style-type: none"> • Children know and understand the meaning of our Core Values. Staff to teach, model and celebrate these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school – rewarded with Core Value stickers and Dojos outlined in Behaviour Policy. • Learning walks and discussions with children show that they have appropriate-aged self-organisation and are being encouraged to be independent by all staff. All children participate in Class Forum discussions. • Children demonstrate that they are resilient and able to learn from mistakes. • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.
	<ul style="list-style-type: none"> • All staff take opportunities within the school day to highlight and develop positive learning behaviours. • TAs provide support for children with overcoming barriers to learning. • Comprehensive teaching of PSHE – 1Decision and think Equal. • When appropriate 1Decision intervention provides a support group for a small number of children – focus on wellbeing. • 'Positive Playtime' and Craze of the Week, identified play leaders, signposts on playground, new resources for children to play with.
<p>5. All disadvantaged children will meet national expectations for attendance and persistent absence.</p>	<ul style="list-style-type: none"> • Monitoring of attendance by Headteacher/Pupil Premium Lead and support from Attendance Officer (Attendance policy, procedures following up absence) brings about an increase in PP pupils' attendance and a decrease in persistent absence. • In line with the Local Authority the school continually reinforces the requirement for high attendance. • Parents have been informed that leave of absence will not be authorised and absence may result in penalties.

<p>6. Disadvantaged children have access to a full range of provision at school including sporting and enrichment activities.</p>	<ul style="list-style-type: none"> • Our broad and balanced curriculum provides children with a comprehensive, interesting and varied curriculum and learning experiences. • Teachers and support staff plan a range of visits, events and experiences to inspire and enhance learning and make it memorable. • Children have access to a range of social, cultural, enrichment and sporting experiences within and outside of the school day. • Children are given regular opportunities to change their school library book and take RWI book home.
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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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Phonics CPD for all staff	Ruth Miskin's mission statement: 'We train you to teach every child to read.' <ul style="list-style-type: none"> • RWI approach ensures consistency in teaching through fidelity to scheme • Training for all staff • High quality resources • Support from RWI colleagues and English Hub 	1, 2, 3
ECT Mentoring and CPD	Evidence from Education Endowment Foundation: Effective Professional Development Support from 'Bright Futures' for colleagues involved	all
EYFS Development	Staff to undertake CPD to further develop skilled interactions with children	

Subject Leadership Time (cost of cover) Subject Leadership CPD	Stockport LA CPD Support from DfE (Leading Learners Trust)	all
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children requiring intervention (1:1 and small group support) provided by TAs and Teachers.	Inclusion support staff Stockport footprint SEND team EEF research demonstrates positive outcomes	1, 2, 3
'Keep Up Not Catch Up' RWI intervention.	RWI programme	2, 3
Small group Tuition in Maths.	EEF research shows 4 months additional progress over course of a year	1, 2
Motor Skills United.	EEF research suggests that programme developing gross and fine motor are low cost and impact positively on participating children by +3 months.	1, 2
1Decision - support for children with social and emotional needs, which are creating barriers to learning. Support with small groups of pupils was undertaken twice weekly for the first term. Use of Back Garden for pupils to engage in wellbeing activities supported by adults.	Children undertook programme last year. All demonstrated further confidence at the end of the sessions.	4

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Positive Playtimes'.	Jenny Moseley principles	4
Subsidised educational visits and visitors to school.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	6
Subsidised attendance at out of school enrichment clubs.	Positive impact on physical and mental health and wellbeing.	6
School uniform and equipment.	Parental feedback/community links.	4,6
Regular feedback to parents regarding attendance/meetings with attendance officer and HT as appropriate. Personalised letters continue to be posted out to parents on a termly basis outlining attendance and why it is critical.	EEF research suggests that personalised approach is highly successful (engagement with parents and families)	5

Total budgeted cost: £3,395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception cohort 2022 – 2023

Of the 7 PP children, 6 made very good progress in reading and writing and 1 made good progress. 5 of the 7 PP children made very good progress in maths and 2 made good progress.

Year 1 cohort 2022 – 2023

Of the 9 PP children, 2 made very progress in in reading and writing and 7 made good progress in reading and writing. 3 made very good progress in maths and 6 made good in maths.

Of the 9 children, all made good progress and 4 passed the screening check.

Year 2 cohort 2022 – 2023

Of the 6 year 2 children, 4 made very good or outstanding progress in reading, writing and maths.

4 of these children passed the phonics screening check in year 1, 2 children did not pass at the end of year 2.

2 of the 3 children who retook the phonics screening check passed in summer 2022.

3 children met or exceeded ARE in maths, writing or reading.

Interventions/support in place 2022 – 2023:

- Children participated in additional reading interventions
- Children were supported by Keep Up Not Catch Up and had additional Speed Sound lessons in phonics
- Books were carefully matched/suited to phonics ability
- Children had SaLT as appropriate
- Motorskills interventions supported fine and gross motor impacting on handwriting
- Staff produced tailored home learning packs to support children's individual needs
- Support from Learning Support Service to teach individual pupils and produce resources and lessons for TAs and teachers