

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Carlisle Infant School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	32 pupils + 1 LAC – 13.36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan – 2021-2022, 2022-2023 , 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Zoe Brittain
Pupil premium lead	David Wells
Governor / Trustee lead	Deb Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,385.00
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	£45,385.00

Part A: Pupil premium strategy plan

Statement of intent

We are proud of all the children at Carlisle Infant School and we value the individual contributions they make.

At Carlisle, we lay solid foundations from which children can grow and flourish. Learning is meaningful, active and creative so that all children leave with a love of learning for life.

Through experience, children discover areas of strength, develop confidence and their sense of self-worth.

Staff work in partnership with parents, carers, governors and the local community to develop as well-balanced individuals to achieve their potential. We share the responsibility for preparing children to confidently succeed in a rapidly changing world.

At Carlisle Infant School the grant is allocated to initiatives to ensure pupils reach their full potential, both academically and socially. The school aims to raise the attainment and progress of pupils eligible for the PPG so that their performance is in line with pupils who are not entitled to the PPG (both nationally and within their own school).

At Carlisle Infant School, we strive to ensure all pupils achieve equality of opportunity and we monitor attainment and progress continuously. Our belief and research evidence shows that, the quality of teaching and learning is the most important factor in the achievement of all pupils.

This remains a consistent focus of the school and is the focus of our staff training and support from the senior leadership team. In addition to this, we are able to provide those pupils eligible for pupil premium with specific support depending on their individual needs.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children entering Reception with lower than average levels of Communication and Language skills Research shows that nationally, some children from disadvantaged backgrounds have a reduced use of vocabulary and often limited language skills, compared to their non-disadvantaged peers
2	Some children eligible for the Pupil Premium Grant have lower levels of engagement including low self-confidence, affecting how they view themselves as learners
3	Many disadvantaged children enter Reception with lower than average levels of attainment in prime areas and Reading, Writing and Maths
4	Some families lack the resources or own confidence, ability or skills to enable to support their young children's learning effectively
5	Some children have limited access to enrichment activities and experiences, outside of school, which could limit aspirations and future choices

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
Disadvantaged children have at least average levels of Communication and Language skills	<ul style="list-style-type: none"> • At least 70% of PPG pupils meet the ELGs in Communication and Language. • Children are clearer communicators with noticeable progress from their starting points. • At least 70% of PPG pupils meet the age related expectations for speaking and listening at the end of KS1.
Children eligible for the Pupil Premium Grant have increased self-confidence and view themselves positively as learners.	<ul style="list-style-type: none"> • Results of surveys, including: pupil, parent and staff voice suggest an increased confidence and positive attitude to learning. • Learning Walks and learning monitoring demonstrate effectiveness of these strategies.
PPG children leave Reception with average levels of attainment in prime areas and Reading, Writing and Maths	<ul style="list-style-type: none"> • At least 70% of PPG pupils meet the ELGs in communication and language, physical development and personal, social and emotional development as well as reading, writing and number. • At least 70% of PPG pupils achieve expected or above in reading, writing and mathematics in end of KS1 Assessments.
PPG families have increased access to resources to support their children to progress PPG families have increased abilities or skills to enable to support their young children's learning effectively	<ul style="list-style-type: none"> • Resources are made/purchased to offer further support to parents for supporting their children at home • Parental feedback indicates increased confidence from support offered
PPG children access variety of enrichment activities and experiences, outside of school, which widen aspirations and future choices	<ul style="list-style-type: none"> • PPG pupils participate in/attend targeted enrichment activities • Feedback from pupils, parents and staff indicate these are positive and enriching experiences

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: £10,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff trained and deliver support led by fulfilment of Attachment Aware Award	Award further develops a culture of compassion and nurture and plays a pivotal role in getting our children and young people into a state of 'learning readiness'. https://www.bathspa.ac.uk/media/bathspa.acuk/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf	2
Skilled TAs/HLTA- pre-teaches key topic vocabulary and definitions at beginning of each half term	Children have advanced knowledge of technical and unfamiliar language that will help them to fully engage in the subject and instruction. https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Suggested impact +5months progress	1
Ongoing coaching/CPD led by Phonics Lead and that available from Little Wandle Letters and Sounds Revised on effective phonics teaching	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Suggested impact +5months progress	2, 3, 4
Staff trained to 'Reset and re-ignite writing in our classrooms'	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://thirdspacelearning.com/blog/quality-first-teaching/	1,2,3,4

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

Budgeted cost: £23,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skilled TA to lead 3 x weekly sessions to increase GPC and blending skills to improve decoding and encoding</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Suggested impact +5months progress</p>	<p>2, 3, 4</p>
<p>Little Wandle Letters and Sounds Revised phonics programme secure stronger and more systematic phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3</p>
<p>Develop reading skills – comprehension, language skills and to develop a love of reading Use of PM Benchmarking Resources to assess impact</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Suggested impact +6months progress https://shop.scholastic.co.uk/series/1080</p>	<p>3</p>
<p>Precision teaching increases accurate reading and spelling of common exception words</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	<p>3</p>
<p>Improved mathematical fluency of key facts and strategies – KIRFs/Mathletics</p>	<p>If children have secure age related facts and fluency this will help in whole class sessions. Engagement with manageable tasks at home https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://www.teachwire.net/uploads/products/9-reasons-your-school-should-be-using-Mathletics-a-business-case.pdf</p>	<p>3</p>

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

Budgeted cost: £10,915.95

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to support of ELSA trained member of staff for self-regulation, counselling and the nurture needed to remain engaged and motivated.	The Emotional Literacy Support Assistant (ELSA) programme is a targeted, evidence-informed intervention designed to enable within-school preventative early intervention to support the social, emotional and well-being needs of children and young people. https://www.elsanetwork.org/elsa-network/evaluation-reports/	2
Class teachers/other adults in school use 'Zones of Regulation' to increase pupils' language related to emotions	Children are more able to regulate their emotions and describe their feelings with more accurate language. https://www.zonesofregulation.com/research-evidence-base.html	2
Different adults across the school to be 'champions' for pupils in varied classes according to their interests, backgrounds, gender and/or relationships with the children. Adults will 'check in' with these individuals and routinely initiate conversations and show interest in their achievements.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Opportunities to visit places of interest (Focus on inspiring experiences and developing cultural capital i.e. Art galleries, visits to theatre, places of work)	Enriching as shaped by children's interests Support from parents to accompany visits – building relationships and trust https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Children have opportunity to drink milk daily	Milk is proven to have many health benefits and offers children some of the nutrients and calcium they may not have in their wider diet. https://www.healthline.com/nutrition/milk-benefits	5
Offer of free attendance at up to two clubs per year. All trips, workshops or other paid events at no additional cost to PPG families	There is a small positive impact of physical activity (including sports, dance, or any kind of physical exercise) on academic attainment (+1 month). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity There is impact recognised for participation in the arts – taking part in the	5

	enrichment activity should inspire greater engagement and motivation in wider curricular arts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
--	---	--

Total budgeted cost: £45,385.95

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 **2020 to 2021** academic year.

Internal Teacher Assessments based mainly on summative assessments and moderated evidence during 2020/2021 suggested that the overall performance of our PPG pupils was lower than in previous years in Reading, Writing and Maths within both EYFS and KS1.

We worked hard to support all pupils during the periods of partial school closure due to Covid-19 and encouraged as many of our disadvantaged families to attend school as possible – however, the impact of the pandemic is undeniable in their results. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

We are fully committed to raising this attainment and narrowing the gap between these pupils and their non-PPG peers during this and future years.

Please see further evidence of the impact of our PPG spending in 2020-2021 in this document below:
<https://www.carlisleinfantschool.co.uk/site/data/files/cis/65CDF8A02E04780C35200BDFEAEF27E6.pdf>

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Internal assessments relating to the progress and outcomes of our disadvantaged pupils are generally positive, and in some cases indicate that the gap between PPG and non-PPG pupils is narrowing well.

This year (2021-2022), pupils in receipt of the pupil premium grant in our Reception classes demonstrated positive outcomes, with 83% of this group achieving 'expected' in the communication and language goals (having targeted 70% in our success criteria). This indicates a readiness to communicate and have the necessary language to progress well in KS1. These children demonstrated great progress from their starting points having all began the year working below the school's baseline standard in the Autumn Term.

50% of Pupil Premium children in Reception achieved a Good Level of Development – demonstrating confidence and expected abilities in the prime and key specific areas of EYFS learning. Some of the reasons for key children not achieving a GLD were due to complex SEND needs, extremely challenging circumstances in their lives which made self-regulation and building relationships so difficult. However, for all overall, their individual successes were likely formed due to building positive relationships, targeted interventions led by skilled TAs in Reception and careful planning by the Reception teachers.

Children who are eligible for PPG at the end of KS1 generally did well in the first year of this outcome on our strategy. We targeted that 70% of these pupils should achieve expected or above in Reading, Writing and Maths.

Data indicated that 64% of PP pupils achieved expected in Reading and Maths and 36% achieved expected in writing. Developing writing forms one of our key development priorities as a school/federation and we will carefully review our activities in our PP strategy for 2022-2023 to consider how we can close the gap further in all areas, but particularly in writing.

Reflecting on the impact of the activities outlined in this strategy, there have been many that were embedded and demonstrated positive impact on these children as seen through internal assessments, end of KS1 Assessments outcomes, attitudes to learning and being at school, and through parental feedback and pupil voice surveys.

Some of the activities will stay the same next year (e.g. intensive feedback, small group phonics support, precision teaching) as we believe these to be making the most impact on our children's learning and some we will not include due to our lack of staffing capacity or the inability to timetable regular/purposeful sessions (e.g. – HLTA Pre-teaching vocabulary) withdrawing from this intervention due to price vs. impact).

Please see our PPG strategy for 2022-23 for more information.

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
PM Benchmark Kit 1	Scholastic
Mathletics	3P Learning