

Pupil Premium Strategy Statement – Park Hill 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. (It is a three-year plan, significant amendments / additions for the current year are shown in green).

School overview – September 2024

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 – 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jane Charman – Headteacher
Pupil premium lead	Laura Newell – Assistant Headteacher
Governor / Trustee lead	Nick Bourne Prachi Chaturvedi

Funding overview

Detail	Amount
Pupil premium funding allocation	£59,200
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£59,200

Part A: Pupil premium strategy plan

Statement of intent

Our drive is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

Park Hill Infant School, is a three-form entry, community school serving a residential area close to the centre of Croydon. A significant number of pupils, 77%, are exposed to more than one language in the family home with approximately 52% of pupils having a language other than English as their first language. 54 different languages are spoken at Park Hill Infant School.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote school values and enhance learning

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers and leaders will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils indicate under-developed oral language skills and vocabulary gaps amongst many disadvantaged pupils. Many children enter Reception with lower than average language skills. Thus, impacting on early reading and fluency.
2	Assessments suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school . (On entry to Reception the trend shows that a higher proportion of our disadvantaged pupils arrive below age-related expectations compared to their non-disadvantaged peers).
4	Internal assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school . (On entry to Reception the trend shows that a higher proportion of our disadvantaged pupils arrive below age-related expectations compared to their non-disadvantaged peers).
5	Internal assessments indicate that Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils across the school . (On entry to Reception the trend shows that a higher proportion of our disadvantaged pupils arrive below age-related expectations compared to their non-disadvantaged peers).
6	Observations and discussions with pupils and families have identified social and emotional issues for many pupils (a large proportion of who are disadvantaged). Teacher referrals for support have markedly increased in recent years . An increased number of pupils (a large proportion of who are disadvantaged) currently require additional support with social and emotional needs, and are receiving 1:1 or small group intervention.
7	A lack of enrichment opportunities during school closure and as a result of limited opportunities during and after the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment in wider curriculum subjects.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	<p>High levels of progress for pupils eligible for PPG, taken from their own starting points - aiming to narrow the gap between this group and non-PPG peers, in comparison with their baselines.</p> <p>A higher % PPG pupils will meet end of year expectations compared to their Reception entry baseline assessment.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Pupils are able to self-regulate and manage emotions in appropriate way.</p>	Sustained high levels of wellbeing demonstrated by qualitative data evidenced through pupil voice, pupil and parent questionnaires and teacher observations.
Implementation and embedding of Little Wandle Letters and Sounds Revised, shows an increase in PPG pupils meeting the benchmark for the Phonics Screening Check, (PSC), in Y1.	A higher proportion of PPG pupils meet phonics expectations at the end of the year compared to individual baselines. (Evidence shown through PSC results / Little Wandle assessments)
Pupils' achievement in wider curriculum subjects is in-line with non-PPG pupils and cultural capital is developed and sustained, leading to high levels of engagement and enjoyment for the wider curriculum.	<p>Data shows PPG pupils perform broadly in-line with non-PPG pupils.</p> <p>Pupil voice shows a greater understanding and interest of the world around them.</p>

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: £3,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Annual renewal of subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Including Membership, Resources and Full CPD training and Teaching support programme for all staff</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>
<p>Professional development on evidence-based approaches to providing effective feedback.</p>	<p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>
<p>Professional development on evidence-based approaches regarding metacognition and self-regulation</p>	<p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5, 6</p>

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

Budgeted cost: £36,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of a package to identify and support children with mild to moderate Speech, Language and Communication Needs, and signpost to relevant intervention.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 5</p>
<p>Specific targeted phonics keep up intervention sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Sessions delivered by highly trained staff to meet the specific needs of learners</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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 5</p>
<p>Small group intensive interventions and booster sessions. Trained staff focusing on Maths, Reading, Writing and Phonics skills.</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>
<p>Provision of a trained volunteer to support and actively teach reading to those who may not read regularly at home. This is to supplement reading opportunities already offered within the school day.</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

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

Budgeted cost: £23,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a trained counsellor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions).</p> <p>Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Literacy, (SEL), skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	6
<p>All children have access to and benefit from experiences on offer, regardless of their financial situation through subsidy of educational experiences in/out of school / trips (if requested). This will ensure all children are able to participate in all aspects of our personalised curriculum</p>	<p>Enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	7
<p>All children will have access to and benefit from after-school activities on offer, regardless of their financial situation through subsidy of club fees by the school (if requested). This will ensure all children are able to participate in all aspects of school life, including children eligible for the PPG, who have been identified as having a particular aptitude or talent, but may not have regular access to these activities.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. There is a small positive impact of physical activity on academic attainment</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	7
<p>All Key Stage One children will have access to swimming lessons to promote important life skills and a healthy lifestyle regardless of their financial situation through subsidy of</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved</p>	7

lessons/equipment by the school (if requested).	attendance. There is a small positive impact of physical activity on academic attainment Physical activity EEF (educationendowmentfoundation.org.uk)	
To provide appropriate and relevant resources for all children to support their learning at home, including online resources.	Appropriate, school specific, and easily accessible resources will ensure children are able to access their learning at home, leading to high levels of progress from their own starting points.	2,3,4,5
To provide an opportunity for children in Reception and throughout KS1 to make/eat breakfast, ensuring that they are ready to learn. To enhance social skills and offer more speaking and listening opportunities.	Evidence suggests schools running a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1. Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 6
To provide children with the opportunity to drink milk every day to improve their health and well being.	Access to daily milk will promote better health and well being for all children.	6
To enrich the learning experiences of all pupils, particularly those who are disadvantaged, engaging children in the wider curriculum through sound, story and movement, making it enjoyable and accessible for all.	Accessing the curriculum through sound, story and movement will break down any barriers to learning, enabling all children to access and enjoy the wider curriculum.	7

Total budgeted cost: £64,339

The amount received by the school is subsidised by the school's budget so that the best possible opportunities for all children eligible for the PPG is provided.

This enables children to fulfil their full potential and achieve their best.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (year 2 of our 3 year plan), drawing on national assessment Phonics Screening Check data and our own internal summative and formative assessments.

The data demonstrated that strategies are having a positive impact.

Reception: 67%, achieved GLD, compared to 71% non-PPG. We have narrowed the gap from 21% on entry (baseline data), to 4% final data.

Year One Phonics Screening Check results, 82% PPG met the benchmark, compared to 89% whole cohort. (National 2023 – 79%)

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that strategies are having a positive impact and we are on track to achieve our milestones set in the strategy.

Our evaluation of the approaches delivered last academic year indicates that the strategies used are having a positive impact upon the progress and attainment of our disadvantaged children. These strategies will continue this academic year, with a strong focus on Oral language support for our Reception cohort.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years to determine which had/did not have the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in book looks, and conversations with parents, pupils and teachers, in order to identify the challenges faced by our disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs to determine which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.