

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Grasslot Infant School
Number of pupils in school	79 (50 R-Y2,29 Sunbeams and Nursery)
Proportion (%) of pupil premium eligible pupils	16/50 = 32% + 8/29 EYPP = 28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	September '24
Date on which it will be reviewed	September '25
Statement authorised by	Lisa Chilton
Pupil premium lead	Angela Cunningham
Governor / Trustee lead	Rachel Routledge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,462
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,470 <b>-£6992</b> (£2.30 x 16 x 190 days) for meals

# Part A: Pupil premium strategy plan

## Statement of intent

### **Context of Grasslot School**

When making decisions about how to use Pupil Premium funding it is important to consider the context of the school and the challenges that this may pose.

Grasslot Infant School is located in the coastal town of Maryport, within the Allerdale constituency. ONS data shows that Allerdale is in the top 10% most deprived areas in England and CA15 8BT is within the top 20% most deprived areas in England.

Data from the Cumbria Intelligence Observatory also indicates that the level of education and skills in the area is significantly lower than other areas of England and that 50% of children fall within Decile 1 of the Income Deprivation Affecting Children Index (IDACI). This means that the area faces significant challenges relating to child poverty.

### **Intention**

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as children in care, those who have a social worker and those with special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure that teaching and learning opportunities meet the needs of all the pupils
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- Make provision for socially disadvantaged pupils, (we recognise that not all pupils who receive free school meals will be socially disadvantaged), to improve their wellbeing and develop resilience.
- Provide small group or 1:1 intervention with experienced HLTAs / STAs focussed on closing learning gaps.
- Provide first hand experiences and visits to support learning and encourage aspirations.
- Work in partnership with families to strengthen support and involvement with learning.

We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils/families indicate low attainment on entry to the Early Years Foundation Stage, across all areas of learning.
2	Assessments and observations indicate that children's fine motor skills, phonetical knowledge and stamina for writing have significant weaknesses and gaps, therefore, pupils struggle to write legibly.
3	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
4	Our ongoing discussions with pupils and their families suggest that a significant number of families require additional pastoral intervention, including social, emotional and mental health.
5	Observations, and discussions with pupils indicate pupils do not have a range of skills to draw upon to support their own self-esteem and 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
Improved attainment in all areas of learning by the end of the Early Years Foundation Stage.	Assessments show that an increased number of children are achieving GLD at the end of the EYFS.
Improved writing attainment.	Assessments show that an increased number of children are achieving age related expectations in writing at the end of Key Stage 1.
To achieve and sustain improved whole school attendance.	Data shows a 94%+ attendance rate that is in line with the national average for 2023/24 (93.5%). The number of cases of avoidable persistent absences reduces year on year, below national average, (21%) with sustained high attendance.
Children and families receive high-quality pastoral support.	Children and families who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of wellbeing are demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Pupils have a range of cognitive strategies to draw upon to achieve and sustain improved wellbeing.	Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Sustained high levels of wellbeing are demonstrated through qualitative data from pupil voice, pupil and parent surveys and teacher observations.

## 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: £12,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure staffing structure allows for high quality intervention when needed by:</i></p> <p><i>Maintaining number of highly trained TAs within school (retention)</i></p> <p><i>TA's used to deliver additional RWI groups and to support children in English lessons with their writing.</i>  <math>\text{£15} \times 2, 2\text{hrs} \times 4 - 38\text{wks} = \text{£9120}</math></p>	<p>The Education Endowment Foundation (EEF) Teaching Assistants toolkit states:</p> <p><b>“Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.”</b></p> <p>The review also says that effective use of teaching assistants can have a positive effect on teacher wellbeing. Therefore, it is important we use the funding to ensure TA hours are maintained.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p><i>To embed the Literacy Tree scheme by:</i></p> <p><i>Ensuring all staff receive CPD to boost confidence in quality first teaching.</i></p> <p><i>Purchasing newly released resources to support teaching.</i></p> <p><i>Planning and release time for subject monitoring and delivery of scheme.</i></p> <p><i>Scheme - £354</i></p> <p><i>Training - £90</i></p> <p><i>Books to support delivery - £200</i></p> <p><i>Visit to observe scheme in another school and subject leader release time- £470</i></p> <p><i>= £1114</i></p>	<p>The EEF emphasises the value of structured approaches in teaching writing:</p> <p><b>“Structured programs that include model texts, explicit teaching of writing strategies, and opportunities for guided practice can support pupils to develop their writing skills effectively.”</b></p> <p>This aligns with schemes such as ‘Literacy Tree’ which provide clear frameworks and high-quality texts to enhance writing instruction.</p>	<p>1, 2</p>

<p><i>SLT release time to monitor, coach and support staff, in RWI and Literacy Tree.</i></p> <p><i>Moderation with other schools.</i></p> <p><i>£30 x 12 hours per ½ term = £2160</i></p>	<p>The Centre for British Teachers (CfBT) Education Trust explains that:</p> <p><b>“Coaching creates opportunities for trusting, open professional relationships to develop and these help to develop the school’s social capital. As social capital contributes to the overall resource available to the school to successfully undertake its core business and continue to improve, this can provide a further case for the implementation of coaching.”</b></p> <p>With implementation of new strategies, such as RWI and Literacy Tree, support must be given to all school staff to ensure they are confident and supported with delivery.</p>	<p>1, 2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Develop language and communication skills across the school with:</i></p> <p><i>Early Talk Boost and Talk Boost Interventions.</i></p> <p><i>ETB - £15 x1, x 5 days, x 10 weeks = £750</i></p> <p><i>TB- £15x1 x5 days x 10 weeks =£750</i></p>	<p>The EEF highlights the importance of early speech and language interventions:</p> <p><b>“On average, oral language approaches have a high impact on pupil outcomes, particularly for younger children and those from disadvantaged backgrounds. High-quality programs can accelerate language development and improve communication skills.”</b></p> <p>Interventions such as ‘Early Talk Boost and Talk Boost’ align with these findings by providing structured support to enhance language skills during critical early years, fostering both academic and social development.</p>	<p>1, 2, 5</p>
<p><i>Targeted 1:1 reading for those children who are not supported at home.</i></p> <p><i>RWI Fast Track Tutoring and Chapter One £15 x 2hrs, x</i></p>	<p>DfE Reading Framework 2021 states:</p> <p><b>“To enable children to keep up, they should be given extra practice, either in a small group or one-to-one”</b></p> <p>We know that those children who do not read at home are at risk of falling behind. Therefore, daily 1:1 reading (RWI) in school will support their</p>	<p>1, 4</p>

3days, x 38 weeks = £3420	learning and compensate for lack of parental engagement. The Chapter One and Fast Track Tutoring Programmes will also be available for groups of children.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5156

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchasing ELSA resources</i> £200</p> <p><i>Learning Mentor time (planning &amp; delivery of nurture time); CPD</i> £15 X 2, X 38wk = £1140</p>	<p>The EEF emphasizes the significance of addressing pupils' social and emotional needs, stating:</p> <p><b>"Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year."</b></p> <p>This highlights the importance of integrating social and emotional learning strategies to enhance both the well-being and academic performance of students.</p> <p>Targeted social and emotional interventions such as those delivered by Emotional Literacy Support Assistants (ELSA's), can lead to improvements in emotional well-being, behavior, and attainment, particularly when tailored to individual pupil needs and delivered consistently.</p> <p>As there are different needs identified this year, rather than a full nurture group, there will be small group work to support self-regulation and turn taking. This will be led by the Learning Mentor and Mental Health Lead Professional. She will also be available as and when support is required.</p>	1, 3, 4, 5
<p><i>KidSafe Refresher &amp; new staff training</i> =£290</p>	<p>KidSafe UK emphasizes the importance of empowering children to build resilience, make safe choices, and seek help when needed. They state that their program:</p> <p><b>"Provides schools with an effective framework to tackle difficult issues promoting children's resilience and positive mental health." "Our aim is to protect, educate and empower children."</b></p> <p>This framework equips children with the knowledge and skills to recognize potential risks, make informed decisions to stay safe, and confidently seek assistance when necessary.</p>	1, 4, 5

<p><i>Improve parental engagement through workshops; stay and play sessions and information sessions.</i></p> <p>£1200</p>	<p>This quote highlights the profound influence of parental involvement on children's academic achievement and personal adjustment:</p> <p><b>“Parental involvement in the form of ‘at-home good parenting’ has a significant positive effect on children’s achievement and adjustment even after all other factors shaping attainment have been taken out of the equation.... The scale of the impact is evident across all social classes and all ethnic groups”</b> (Desforges 2003 taken from Research Report DFE-RR156).</p> <p>Strategies are in place to encourage parental involvement which will then have a positive impact on children's outcomes and overall well-being.</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Learning Mentor monitoring of attendance, contacting families, training on new guidance.</i></p> <p>1.15 hours x £20 x 38= Attendance - £950 Rewards - £300 Training - £150 £1400</p>	<p>Regular school attendance is crucial for students' academic success and social development. The (EEF) highlights that:</p> <p><b>"Establishing good attendance patterns from an early age is vital for social development."</b></p> <p>Consistent attendance allows children to spend more time with peers in the classroom, enhancing their opportunities to make friends, feel included, and develop essential social skills, confidence, and self-esteem.</p> <p>Moreover, the EEF emphasizes the clear links between poor attendance and poor attainment and behaviour, noting that:</p> <p><b>"Tackling persistent absence is an important part of improving outcomes for all pupils."</b></p> <p>As a school we will continue to monitor and support parents to encourage good attendance in order to meet the government suggestion of 95%. This year attendance letters will be produced half termly. Classes with the highest weekly attendance will be rewarded with a Teddy and treat.</p> <p>Regular monitoring of school attendance is essential, as consistent attendance is strongly linked to improved academic outcome, social development and future opportunities for pupils.</p>	<p>1, 2, 3, 4, 5</p>
<p><i>Allocated funding to supplement breakfast club, snack money and trips - £1126</i></p>	<p>A free breakfast is provided for all children. Breakfast club is offered to those children for whom punctuality is an issue.</p> <p>The EEF conducted a study which found that:</p> <p><b>"Supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional</b></p>	<p>1, 3, 4, 5</p>

	<p><b>progress for pupils in Key Stage 1." Additionally, "breakfast club schools also saw an improvement in pupil behaviour and attendance."</b></p> <p>Snack money and the cost of trips are not enforced for children in receipt of PPG.</p> <p>We are aware that many families in receipt of benefits, related to PPG, find extra costs difficult.</p>	
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**Total budgeted cost: £22470**

# 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.

Proposed Outcomes		
Aim	Success Criteria	Review (July 2023)
1. Improve communication and engagement between home and school in the EYFS.	Evidence on Tapestry shows active engagement with the activities sent home, to encourage communication and language between parents/carers and children and improve early interactions.	<b>High:</b> The majority of EYFS families were actively engaged during 2023/24 through posting photos of activities on Tapestry. These families engaged with Talking Teddys, reading for pleasure, topic related activities and homework bags.
2. Develop language and communication skills across the school.	Results from Early Talk Boost interventions show that children make good progress to be at the age-appropriate level.	<b>Medium:</b> All children completing the programme made at least 11 points progress from their starting points and 20% of children moved from 'amber' to 'green'.
3. Embed a Systematic Synthetic Phonics Programme across the school.	Phonics Screening Check Results will be in line with National.	<b>High:</b> The PSC results increased again (from 73% in 2022, 78% in 2023 and 81% in 2024) and continue to be above National (80%). Disadvantaged pupil's results were 63% which was almost in line with National (68%).
4. Improve attendance for PP children.	Attendance for children in receipt of PPG will be 95% or above	<b>Low:</b> Attendance for children in receipt of PPG was below target at 88%. This data was significantly impacted by three children in receipt of PPG who were persistently absent. Although, attendance figures for 'all children' were in line with National (92.8%).
5. Regular parent workshops for classes and PP group.	Parents will actively engage with workshops in school and therefore child's learning.	<b>High:</b> A high percentage of children had parents/carers attend open sessions throughout the year as evidenced on Tapestry.
6. Support children's social and emotional skills for learning.	Targeted nurture group to support children's social and emotional skills for learning using ELSA based activities. Time to Talk Programme to support social and emotional skills and communication and language skills.	<b>Medium:</b> Due to the success of interventions to support children's social and emotional skills, and as indicated by the Boxall Profiles, there wasn't the demand for a fixed nurture group this year. Following on from assessments, it was identified that a particular cohort of children were in need of additional support with playing co-operatively, turn-taking and showing sensitivity towards others. Therefore, time and resources were spent playing turn-taking games with these children to support them in this specific stand of social and emotional development. The ELSA was of course available to support all children with their emotional wellbeing, as and when required.

GLD: 60% - All and 40% - Disadvantaged  
PSC: 81% - All and 63% - Disadvantaged  
KS1 Reading: 78% - All and 76% Disadvantaged  
KS1 Writing: 67% - All and 63% Disadvantaged  
KS1 Maths: 84% - All and 75% Disadvantaged

## 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
Purple Mash	2Simple
Oxford Owl	Read Write Inc
Maths Whizz	Whizz Education