

Pupil Premium Strategy Statement

Chalfont St Peter Infant School 2023-25

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 year 2 of our two-year pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	176 (14PP)
Proportion (%) of pupil premium eligible pupils	8%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	Sept 2024
Date on which it will be reviewed	Termly at T and L committee
Statement authorised by	ALISON WHITTALL
Pupil premium lead	ALISON WHITTALL
Governor / Trustee lead	SUE WALLIS

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,520 (£37,830 last year)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£22,520

Part A: Pupil premium strategy plan

Statement of intent

At Chalfont St Peter Infant School our intent is to support all children in developing the values, skills, knowledge, vocabulary and understanding to enable them to be the best they can be and reach their own North Star.

Where children are from disadvantaged backgrounds, it is vital to ensure that the provision we put in place also helps remove any barriers to learning that they may encounter due to their circumstance. In order to do this, it is important that these children receive carefully targeted support based on a secure knowledge and understanding of the challenges they may face and how best to overcome them. We have found that the main barriers to learning recently have been: -

- Less well-developed communication skills and more limited vocabulary.
- Low self-confidence and self esteem
- Limited capacity for home support or access to learning at home (especially support for reading).
- Low resilience in their learning.

The support and interventions we offer for our disadvantaged children therefore aim to improve outcomes by filling gaps in these areas, working together with parents and families to enable these pupils to learn on an equal footing to their peers and reach towards their true potential

Challenges (red is updates based on data for second year of plan)

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

Challenge number	Detail of challenge
1	Attendance – with disadvantaged children falling behind their peers.
2	Attainment Gap (Between PP and non-PP) children.) Focus on reading and Maths fluency.
3	SEMH Needs (lack of resilience and self-confidence) leading to less progress in core subjects
4	Engaging with PP families and finding the best support networks.

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. Punctuality and attendance improved over the year for disadvantaged children.	- Attendance data improved for disadvantaged families – 90% target. - Systems developed to fine tune monitoring of attendance and support in place. - Detailed information available to parents on the website about the importance of regular attendance.
2. Reading end of year assessments show a closing of the gap between disadvantaged children and their peers and parents taking a more proactive role here.	- End of year data shows PP children have made more than expected progress and are attaining more in line with their peers for reading, unless exceptional reasons why not. - Case study children show the progress made and impact of interventions. - Clear progress shown as a result of small school and daily interventions
3. Disadvantaged pupils more able to engage and therefore access the full scope of learning in school.	- Pupil voice shows that PP children feel able to join in and have confidence to fully access the curriculum., - Learning walks show that PP children are able to use their basic skills to access other areas of the curriculum confidently. - Nurture groups and other therapies continue to have an impact on confidence in class.
4. Increased offer for regular and targeted support for PP families.	- Termly meetings or touch base with all PP families undertaken and needs recorded. - Family Support regularly in touch with vulnerable families and offering support. - A range of professionals and therapies ready to be signposted to PP families. - Increased opportunities for PP families to come on site and work with us 'Come and Learn' Series

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to aid delivery of - Phonics - Specific Intervention Strategies e.g. precision monitoring, bucket time, trauma informed training, nurture, dyslexia	See EEF Toolkit	2,3
Extra time for office staff, SENCO and PP Lead to ensure meeting and support time as well as information for children and families.	See EEF Toolkit Feedback from parents	1,4

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small school and reading catch up time provided by senior leaders.	See EEF Toolkit	2, 3
Extra staff in each year group to be able to provide small group interventions, phonics	See EEF Toolkit	1,2,3

groups and catch up sessions.		
SENDCo to use specialist assessment tools to ascertain nature of children's difficulties. E.g. Spencer	Pupil progress meetings show how teachers use this information to inform their plans and interventions.	2,3

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

Budgeted cost: £8,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Reading resources with topics to engage readers	See EEF Toolkit	2,3
Use of HT and SENCO to ensure regular communication, attendance and support for home.	See EEF Toolkit	1
Staff time to provide nurture and therapies to improve resilience and self esteem	See EEF Toolkit	3,4
Covering the cost of activities, school trips and clubs.	Equality of opportunity	1,4
Cost of uniform subsidised.	Equality of opportunity	4
Provision of learning materials to support areas of need or passion.	Equality of opportunity	1-4

Total budgeted cost: £ 22,520

Part B 2023-24 Pupil Premium Strategy Plan **Review**

Challenges

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

Challenge number	Detail of challenge
1	Attendance – with disadvantaged children falling behind their peers
2	Attainment Gap (Between PP and non-PP) children.) Focus on reading.
3	SEMH Needs (lack of resilience and self-confidence) leading to less progress in core subjects
4	Engaging with PP families and finding the best support networks.

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. This is an update one year through a two year plan.

1. Punctuality and attendance improved over the year for disadvantaged children.	- Attendance data improved for disadvantaged families – 90% target. - Systems developed to fine tune monitoring of attendance and support in place. - Detailed information available to parents on the website about the importance of regular attendance.	This year we have really engaged with our parents to help them to understand the importance of regular and prompt attendance. Weekly attendance data, celebration of full attendance and reminders to pupils and parents of the only times that non-attendance is acceptable. Flow chart and systems fine tuned for clarity. PP children – data for 2024-25
2. Reading end of year assessments show a closing of the gap between disadvantaged children and their peers and parents taking a more proactive role here.	End of year data shows PP children have made more than expected progress and are attaining more in line with their peers for reading, unless exceptional reasons why not.	Data Exceptional circumstances to two children – Medical needs and PRU and behaviour needs. Case study children

	Case study children show the progress made and impact of interventions.	Child L Autumn Term (72.54%) Spring Term (87.27%) Summer Term (95.31%).EYS above expected for reading and writing. Inline for Maths.
3. Disadvantaged pupils more able to engage and therefore access the full scope of learning in school.	- Pupil voice shows that PP children feel able to join in and have confidence to fully access the curriculum., - Learning walks show that PP children are able to use their basic skills to access other areas of the curriculum confidently. - Nurture groups and other therapies continue to have an impact on confidence in class.	Learning walks show PP children engaged in class and suitably supported to achieve. Learning walks show staff aware of the 'elements' and north stars of their PP children and ensure they are given every opportunity to shine. Impact of therapies seen in access to curriculum and readiness to learn.
4. Increased offer for regular and targeted support for PP families.	- Termly meetings or touch base with all PP families undertaken and needs recorded. - Family Support regularly in touch with vulnerable families and offering support. - A range of professionals and therapies ready to be signposted to PP families.	Meetings offered, and resources purchased when needed. High percentage attending clubs for extracurricular experiences and/or support. SENCO worked tirelessly to contact professionals and therapist who can support our PP children.