

Pupil premium strategy statement – Greasby Infant School

This statement details our school's use of pupil 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.

School overview

Detail	Data
Number of pupils in school	173 F2-Y2 28 in F1 part time
Proportion (%) of pupil premium eligible pupils	1.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Natalie Grimster
Pupil premium lead	Natalie Grimster
Governor / Trustee lead	Jessica Liddle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£7,350

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring quality first teaching in all classes
- Closing the attainment gap between disadvantaged pupils and their peers
- Ensuring that attainment at the end of KS1 at least achieves their own projected target
- Providing targeted academic support for pupils who are not making the expected progress
- Where disadvantaged pupils have SEND needs, their provision will be carefully considered
- Attendance of disadvantaged pupils is above 95%
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

We have taken time to consider strategies that have research based evidence, but also strategies that have been tried and tested.

Challenges

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

Challenge number	
1	Attainment on entry to F2 for our pupil premium children is below expectation especially around language development.

2	Attainment on transition into Year 1 is well below age related expectations (EYFS data) in Reading, Writing and Maths
3	Children having multiple characteristics e.g. Pupil Premium, SEND, SEMH, behaviour, concentration issues and struggle to focus on tasks, work together and develop resilience.
4	To reduce inequality of opportunity for all children to access enrichment activities, school trips, visits and after school
5	Attendance is low for disadvantaged children and we recognise the need for constant support in this area

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. To ensure that our curriculum is planned, delivered and assessed in such a way that all children are provided with the opportunities to continue to cover areas of lost learning due to Covid-19, whilst ensuring that they are also able to receive a broad and balanced curriculum that is appropriate to their age and/or ability	<p>All subjects across the school are planned so that they are coherent, progressive and build the knowledge, skills and vocabulary that the children need.</p> <p>All Subjects are taught to a high standard so all children access high quality teaching.</p> <p>Assessments are on-going and quickly identify pupils at risk of not making expected progress.</p>
2. To provide early identification and support across EYFS classes to increase the number of children on track for GLD.	<p>High quality teaching within F2.</p> <p>Teaching Assistants prioritising early reading, phonics, writing and maths skills.</p> <p>Skills reinforced through continuous provision High quality outdoor provision</p> <p>High quality staff training and delivery: <ul style="list-style-type: none"> • Maths No Problem • RWI • Language and Communication </p>
3. To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in reading and phonics.	<p>Quality Teaching of reading across the school</p> <p>Phonics lessons 5x a week and boosters if needed</p> <p>Teaching Assistants in each class to support the delivery of phonics and reading.</p> <p>Training and support for ECT</p> <p>Leadership team monitor data and progress, providing effective feedback to staff.</p> <p>Effective communication with parents/carers about their child's progress in reading.</p>

<p>4. To narrow the learning gap and to increase the number of children in KS1 on track to achieve age related expectations in mathematics.</p>	<p>High quality teaching of mathematics across the school.</p> <p>Maths no Problem scheme in place</p> <p>Maths intervention to close gaps if needed</p> <p>NCETM Fluency programme in place</p> <p>Teaching Assistants in each class to support early identification of pupils who are struggling with their learning.</p> <p>Maths subject Leader to support all staff with training and development opportunities</p> <p>Training and support for ECT</p> <p>Leadership team to monitor data and progress, providing effective feedback to staff</p>
<p>5. To support pupils with SEMH issues across the school in order for them to flourish in school and make academic progress.</p>	<p>Jigsaw PSHE scheme taught across the school and provides opportunities for children to explore their feelings and behaviour.</p> <p>TA support in each class</p> <p>TA completing ELSA training to implement through the school</p> <p>Teacher to complete Forest School training to implement through the school</p> <p>Successful mental health week provided by Flourish and Thumbs Up, supporting mindfulness, resilience and positive self-esteem</p> <p>Staff yearly training in de-escalation and de-fusion techniques in order to best support children with SEND, SEMH, behaviour additional needs.</p>
<p>6. To enable all children to access the enrichment opportunities on offer at school and support families in times of financial crisis.</p>	<p>Payment for school trips, visits and events</p> <p>Subsidising attendance at extra-curricular clubs and child care.</p> <p>Providing uniform, school bags and financial support as needed.</p>

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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to focus on embedding the school curriculum so that all children access high quality first teaching. This will include training for staff in each area of the EYFS and National Curriculum as identified. Purchase resources to support the planning of the whole school curriculum and support staff knowledge and skills	Ofsted EIF EEF guide to Pupil Premium	1, 2, 3
To support vulnerable pupils in making accelerated progress in phonic development by embedding RWI phonics across the school and refresh training, especially for staff new to the school.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF EEF Improving Literacy in KS1	1, 2, 3
Enhance the quality of curriculum provision for SEMH and social and emotional learning through ELSA and Forest school training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF guidance: Social and Emotional learning https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	5

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

Budgeted cost: £5,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA small group structured interventions for English and Maths	  	1,2,3,4

Focussed phonics groups, reduced in size led by a TA or teacher	  	1,2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure equality of opportunity for all children for school trips, visits and after school activities To support families during times of financial crisis	The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of curricular and extra-curricular activities as well when necessary to access before/after school club. Trips and visits are paid for This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being	6

Total budgeted cost: £ 7,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged	2024 cohort	2022	2023	2024	3 Yr	Trend	2024 National
EYFS GLD	2	0.0%	100.0%	50.0%	60.0%	▲	52.0%
Phonics Y1	3	60.0%		66.7%			68.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read to Write	Literacy Counts
Maths No Problem	Maths No Problem
Read Write Inc	OUP
Mastering Number	NCETM
Jigsaw PSHE	Jigsaw
Charanga Music Scheme	Charanga Ltd