



Alwyn Infant School

Pupil Premium Strategy 2024-2027

This statement details our school's planned use of the pupil premium funding (2024 to 2025 academic year) to help improve the attainment and life experiences 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 2024-2025

Detail	Data
School name	Alwyn Infant School
Number of pupils in school	239
Proportion (%) of pupil premium (and pupil premium plus) eligible pupils	36/239 15% 39% (14/36) of these children are also on the SEND register
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	L Hyatt
Pupil premium lead	K Grierson
Governor / Trustee lead	Chandra Kunder

Funding overview

Detail	Amount 2024-25
Pupil premium funding allocation this academic year	£50,093
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£50,093

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- For all children to enjoy learning and want to come into school.
- To narrow the achievement gap between disadvantaged and non-disadvantaged children .
- For all disadvantaged children to make the expected standard for their year group, in line peers (to know more and remember more).
- To support our children's life experiences and aspirations; health, learning and wellbeing needs to enable them to access and enjoy learning.
- Prepare them for the next stage of school life and transitions.

We aim to do this through:

- Have high expectations of all children and directly address any unconscious bias.
- Ordinarily available provision (OAP) ensures learning opportunities meet the needs of all the pupils with the appropriate level of challenge and scaffolds.
- Pre-teaching and timely interventions with a 'little and often' approach.
- Barriers to learners are identified and addressed.
- Robust approach to monitor and address attendance and punctuality with a supportive approach to help families and build belonging.
- Promote and facilitate pupils' access to a wide range of enrichment experiences which will positively affect their academic achievement, well-being and cultural capital.

We recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all families who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged or vulnerable.

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

After examining common barriers to learning for some children in Alwyn, we have identified key principles and provision:

- Ensuring great teaching across the school
- Focus on early reading and opportunities to read and listen to stories
- Focus on expert maths teaching
- Focus on learning specific vocabulary to improve learning
- Embed oracy skills across all school experiences
- Provide small group or individual support to overcome gaps, misunderstandings in learning or provide some pre-teaching. Ensuring children 'catch up and keep up' on their learning.
- Support payment for activities, clubs, and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom and limit the burden of financial implications on our families.
- Ensure parents are aware there is financial support for daily milk to support children's health and well-being.
- Social or behavioural support if identified as necessary (Spencer tool).
- Access to a trained ELSA if necessary and a lunchtime club to support well-being.
- Address barriers to learning for disadvantaged children. These can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour

difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Challenges

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

Challenge number	Detail of challenge
1A	ATTAINMENT- Cognition and learning (narrow vocabulary, limited recall, misconceptions) Disadvantaged children do not achieve as well when compared to their peers. Teacher assessments inform us that cognition and learning is a common barrier, particularly in core subjects.
1B	ATTAINMENT- Specific difficulty in reading, writing or maths Identify and minimise the barriers to learning to narrow the attainment, particularly in writing. Identify strategies to provide ‘catch up and keep up’ support and promote high pupil expectations and engagement.
1C	ATTAINMENT- limited oracy and articulation Disadvantaged pupils often have limited communication skills.
2	ATTENDANCE Attendance and punctuality need to be closely monitored as lower than the whole percentage.
3A	EXPERIENCES – Limited life experiences Access to rich and varied experiences is limited meaning knowledge of the world and vocabulary acquisition is limited (cultural capital). This can impact confidence, self-esteem and engagement.
3B	EXPERIENCES- Emotional wellbeing, low self esteem School data shows that disadvantaged pupils commonly have low self-esteem and need additional support with their emotional and mental health.
4	PARENTAL ENGAGEMENT – especially in phonics, reading and maths.

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 achievement for vulnerable and disadvantaged children in reading, writing and maths.	Narrowing of the achievement gap between disadvantaged and non-disadvantaged children. (school monitoring data, learning walks, phonics screening). Parental support with phonics, reading and maths is good across the school.
Ensure all children can access the curriculum	Children know more and can do more. The curriculum is relevant and well-planned with key

	<p>concepts being revisited. Subject leaders share their expertise across the school.</p> <p>NELI programme being used effectively in Reception and during the transition to Year 1.</p>
Expert teaching of phonics, reading and maths	Staff are sufficiently trained to deliver high quality phonics, reading and maths
Improved attendance and punctuality	<p>Ensure attendance of disadvantaged pupils is above 95%.</p> <p>Families are supported.</p>
Improved attitudes to learning and improved learning behaviours	<p>Children are taught well with high pupil engagement and positive learning behaviours (perseverance, resilience, independence, problem solvers). Teaching will incorporate a range of effective strategies and scaffolds within the classroom.</p> <p>Pupil premium children will be fully engaged in all parts of their lessons and share ideas confidently. Staff have an understanding of barriers our vulnerable children face and an awareness of unconscious bias.</p>
Sustained improved wellbeing for our pupils, particularly disadvantaged pupils	<p>ELSA and lunch club programmes run across the school and accessed when needed.</p> <p>Sensory hub and safe spaces used to help regulate emotions and behaviour.</p> <p>Children successfully use strategies learned through PSHE sessions to support emotional and social needs.</p> <p>Surveys show children and wider families feel confident and safe in school.</p> <p>Staff trained and confident in emotion coaching.</p> <p>Achieve and maintain the gold Attachment Aware Award.</p>
Pupils access a wide range of enrichment experiences both in and out of school.	<p>Surveys reflect children's enjoyment in school and improved attitudes to learning.</p> <p>Social skills, independence, perseverance and teamwork are developed.</p> <p>Good uptake of activities across the school.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development, teaching, assessment and an	Evidence indicates high quality teaching is the most effective way for school to improve attainment, especially for disadvantaged children.	1, 3

<p>effective curriculum to meet needs.</p> <ul style="list-style-type: none"> • Subject leader CPD & LA network meetings • Subscriptions to subject specific associations (History, Geography, Science) • Whole Education/Delivering Better Values project for SEND & Early Years • TA CPD on curriculum, developing scaffolds, pupil independence, SEMH, quality interactions • Evidence-based approaches for teacher toolkit through Walk Thrus (2023-2024 £980, 2024-2026 £367) • Talk for Writing training and implementation • NCETM/Maths hub working group on mastery in maths • Mastering number programme • Curriculum development programme with Ambition • Theme weeks to allow children to explore and develop knowledge and interests (Art, Music Book Weeks) 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Training and supporting highly qualified teachers deliver targeted support.</p> <p>Intervention are to be planned and time bound with a clear criteria.</p> <p>Our children need more than just being listened to when they read. Schools which have a consistent approach achieve good results.</p> <p>Great Teaching Toolkit, Evidence Review</p> <p>Teaching and Learning Toolkit</p> <p>Early Years Toolkit</p> <p>Cognitive Science Approaches</p> <p>Guidance Reports</p> <p>Effective professional development</p> <p>Planning Professional Development</p> <p>Mastery learning</p> <p>Teaching for Mastery</p> <p>Mastering Number</p> <p>Walk Thrus Project</p>	
<p>Mentoring & Coaching</p> <ul style="list-style-type: none"> • Allocated time for coaching and observations • Walkthru Project with Tom Sherrington to support coaching (2023-2024 £980, 2024-2026 £367) 	<p>Support schools to develop their use of instructional coaching and Walkthrus as a tool for teacher development</p> <p>Effective mechanisms of PD</p> <p>Mentoring and Coaching</p> <p>Walk Thrus Project</p>	1
<p>Recruitment/Retention</p> <ul style="list-style-type: none"> • Professional development opportunities, coaching, networks • Allocate directed time to reflect workload • Employee assistance programme (HR SLA) • Generous special leave policy 	<p>Staff who feel skilled and confident will see better progress from the children.</p> <p>Effective professional development</p> <p>Planning Professional Development</p> <p>Reducing School Workload</p> <p>Recruitment and Retention Reviews</p>	1
<p>Technology & resources</p> <p>Subscription to web based programs to be used in school and at home.</p> <ul style="list-style-type: none"> • Curriculum subscriptions 	<p>EEF toolkit – parental engagement</p> <p>Digital Technology Guidance Report</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</p>	1, 3, 4

<ul style="list-style-type: none"> - WhiteRose (maths & science) - Charanga (music) - Scarf (PSHE) - Floppy's Phonics • Subscription to web-based programs to be used in school and at home. <ul style="list-style-type: none"> - Purple Mash - Oxford Owl - Numbots - Twinkl • Participation in Spencer Tool research project to diagnose SEMH challenges • Subscription to TEAMTeach support platform 		
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Targeted academic support (support, structured interventions)

Budgeted cost: £27,257

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group support</p> <ul style="list-style-type: none"> • Targeted HLTA support for year 1 children • HLTA support in Reception classes • TA support during the afternoons with identified children 	<p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p> <p>Supporting Literacy</p> <p>Making the Best of TAs</p> <p>TA Interventions</p> <p>EEF report states that children make better progress if they are working in a small group as opposed to larger groups or individually (unless the child's needs require 1:1).</p>	1
<p>Targeted interventions to support language development</p> <ul style="list-style-type: none"> • NELI programme with reception and Yr1 • ShREC approach to promote high quality interactions in Reception 	<p>Intervention are to be planned and time bound with a clear criteria.</p> <p>Nuffield Early Language Intervention (NELI)</p> <p>EEF blog on ShREC (Share attention, Respond, Expand, Conversation)</p> <p>Teaching and Learning Toolkit</p> <p>Early Years Toolkit</p>	1, 2, 3, 4
<p>Targeted interventions and resources to meet needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> • Pupil progress meetings review provision and resources. • Track progress and appropriate, timely interventions are put in place and impact assessed. • Year 2 Pupil Interviews • Reasonable adjustment plans in place to support 	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's wellbeing. Staff will know who they are, their barriers to learning and any strategies needed to meet their emotional needs and support attendance.</p> <p>Special Educational Needs in Mainstream Schools</p> <p>Five a Day Poster</p>	

children with sensory breaks/resources and support plans		
Teaching Assistant deployment <ul style="list-style-type: none"> Strategic placement of TAs within classroom settings to support children's learning needs 	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> <p>Making Best Use of Teaching Assistants Teaching Assistant Interventions</p>	1, 2, 3, 4

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

Budgeted cost: £13,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils social, emotional and behavioural needs <ul style="list-style-type: none"> 1 ELSA to continue training and supervision to support identified children Training of new ELSA and supervision Attachment Aware & Emotion Coaching training from EP service (Gold Award) Work with ERSA toolkit & training School rabbits and Hub as a safe space to regulate Lunchtime staff designated for quiet reading area and lunchtime club Sports coach at lunchtimes Pupil progress meetings and pupil interviews 	<p>The EEF guidance report on Improving Social and Emotional Learning in Primary</p> <p>The EEF guidance report on Improving Behaviour in Schools</p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.</p> <p>Lunch time can be an isolating and scary time for some children. For others it can be a key socialising time in their day. The challenge is to engage all children in healthy and positive lunchtime experiences; developing their emotional and physical well-being. We have quiet/reading sheds and space. This is supplemented by some days of activity by the PE Coach for the children to engage in at lunchtime (linking to the curriculum PE content).</p> <p>Lunch club with our ELSA for children who benefit from having a quieter, smaller environment in which to play. (EEF Behaviour Interventions/ Social and emotional learning/Sports participation)</p>	3, 4
Support attendance <ul style="list-style-type: none"> Named attendance lead to monitor and liaise with families Attendance officer for admin Work with EWO & SEMH team Complete First Day Call and support families to raise attendance / punctuality 	<p>'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</p> <p>Supporting School Attendance</p>	3,4

<ul style="list-style-type: none"> Pupil progress meetings and pupil interviews 		
<p>Extracurricular activities</p> <ul style="list-style-type: none"> Ensure access to a range of before and after school clubs. Fund one a year for vulnerable children. Gardening club with ELSAs in school time Fund trips so family finances are not a barrier to attending Theme weeks with speakers/performers to improve cultural capital and engagement Close links with Norden Farm to work on creativity, enjoyment in school 	<p>EEF (+3)</p> <p>Research shows engagement in activities can boost attainment and engagement. They can increase confidence and motivation</p> <p>Arts participation</p>	3, 4
<p>Breakfast clubs & meal provision</p> <ul style="list-style-type: none"> Encourage children to have a hot school dinner (tasting sessions, flyers etc) Fund school milk 	<p>Magic Breakfast</p>	3, 4
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> Workshops lead by key staff on supporting with phonics, reading and maths Work with families and Early Help Hub, if necessary Weekly newsletter to keep families informed with events and 'ask me' statements to support parent involvement in learning Grown-ups in school events Support with school uniform, working with Goyals and School Drive 	<p>EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; support with home routines, sleeping and eating the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis <p>Parental engagement</p> <p>'Working with Parents to Support Children's Learning'</p>	3, 4

Total budgeted cost: £47,777

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.

REVIEW OF INTENDED OUTCOMES FOR PREVIOUS YEARS

1 Improved achievement for Vulnerable and Disadvantaged

Outcomes for our pupil premium children have steadily improved in phonics. In 2024 the number of pupil premium children achieving the expected standard or above in phonics was 88.9% compared to 85% for non-disadvantaged children.

Phonics Benchmark											2024 Disadvantaged				
Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome					
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA	
-	NCER National	126,700	4.8%	14.0%	6.2%	6.8%	32.1%	36.2%	30.3	0.0%	0.5%	4.3%	26.9%	68.3%	
-	Local Authority	198	4.0%	14.1%	6.6%	9.6%	28.3%	37.4%	29.9	0.0%	0.0%	4.0%	30.3%	65.7%	
2071	Alwyn Infant and Nursery School	9	0.0%	0.0%	0.0%	11.1%	33.3%	55.6%	36.0	0.0%	0.0%	0.0%	11.1%	88.9%	

Phonics Benchmark											2024 Not Disadvantaged				
Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome					
				0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA	
-	NCER National	475,860	2.6%	5.8%	3.3%	4.8%	31.0%	52.4%	34.2	0.0%	0.2%	2.4%	13.9%	83.4%	
-	Local Authority	1,341	2.5%	4.9%	3.6%	5.4%	32.7%	50.9%	34.3	0.0%	0.4%	2.0%	13.9%	83.6%	
2071	Alwyn Infant and Nursery School	65	1.5%	4.6%	3.1%	6.2%	35.4%	49.2%	34.0	0.0%	0.0%	1.5%	13.8%	84.6%	

Successful CPD on teaching strategies to increase pupil engagement and learning (WalkThrus) and work on identifying and overcoming possible barriers. Learning walks demonstrated an increase in participation and enjoyment in lessons for all children, including pupil premium.

Significant focus on the maths curriculum, teaching strategies and PCA approach as well as collaborating with the local maths hub to work on a mastery curriculum. Use of Numbots app raised the profile of maths and data shows greater engagement. This work will continue to develop in the next strategy.

All disadvantaged children are tracked and support is closely monitored. Learning interventions were provided by teachers and then followed up by TAs. This was effective as the adults worked closely together resulting in good communication regarding the needs of the children.

Investments into online resources supported family and pupil engagement. Parental feedback was positive and the tracking within the apps suggested high pupil engagement.

Purchasing reading books that directly linked to the phonics scheme had a positive impact on phonics outcomes and secured alignment and fidelity.

NELI programme in reception was successful as data demonstrates positive impact on pupil outcomes so will increase hours of HLTA to provide further intervention groups.

2. Improved attendance and punctuality

2022-2023: Whole school attendance was 93.4%, persistent absence was 19.8%, Lates 0.7%
Disadvantaged group was 90.1%, persistence absence was 41%, Lates 1.1%

2023-2024: Whole school attendance was 95.1%, persistent absence was 11.2%, Lates 0.5%
Disadvantaged group was 92.8%, persistence absence was 26.1%, Lates 1.6%

Attendance lead works with families but this must continue

'Inspection Data Summary Report' information, October 2024 for absence

	FSM	SEND	EAL
Absence	-	Lowest 20%	-
Persistent Absentees	Lowest 20%	Lowest 20%	-

3. Improved attitudes to learning and learning behaviours

The use of dedicated intervention areas helped with pupil concentration and engagement as it provided quieter places for children to learn and regulate their behaviour. ELSA sessions have had a positive impact on pupil engagement and readiness for learning.

4. Pupil access to enrichment activities

Financial support for school trips, clubs and experiences was used as planned. These helped with the children's cultural capital.

Parent workshops, run by staff and the EP, were well attended and feedback was positive.

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
Oxford Owl and Floppy Phonics	OUP
White Rose Maths and Science	White Rose
Numbots	Maths Circle
Purple Mash	2Simple
Charanga	
Scarf	Coram Life Education
Mastering Number	NCETM