



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Central Street Infant and Nursery School
Number of pupils in school	76 including 3 nursery aged children
Proportion (%) of pupil premium eligible pupils	(9 children, R-Y2) 12.3%
Academic year/years that our current pupil premium strategy plan covers	2022-2024
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Lucy Caswell
Pupil premium lead	Louisa Bright
Governor / Trustee lead	Kim Porter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,320 (6 x £1,455 = £8,730 3 x £2,530 = £7,590)
Recovery premium funding allocation this academic year	£2,782
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,102

Part A: Pupil premium strategy plan

Statement of intent

At Central Street our intention is that all pupils, irrespective of their starting points, 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 by ensuring they receive the highest quality of education; this includes progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and children who are looked after (CLA). 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 ultimate objectives for disadvantaged pupils are to:

- Remove barriers that are created due to family circumstances and early life experiences.
- Narrow the gap in attainment between disadvantaged pupils and their non-disadvantaged peers.
- Ensure that all pupils in EYFS make good progress, we will know what they have learnt, what they need to learn now and plan small steps for their future learning. EYFS staff will have CPD with a focus on supporting EYFS learners with SEND (Dingley's Promise).
- Teach self-regulation to help support a greater number of children to achieve expected age-related progress and attainment in maths, writing and reading
- Ensure that all pupils learn the phonic code, become fluent readers and develop a life-long love of reading.
- Ensure that all pupils become fluent writers (gross/fine motor and handwriting) who are confident to write for a range of purposes.
- Through the 'Mastery Readiness' program (NCETM) the leader of maths and class teachers will be supported, and we will identify strategies to overcome barriers as well as working with other schools.
- Provide an environment where pupils and their families feel safe and looked after, where their emotional wellbeing is supported and developed.

To achieve these objectives and help children overcome barriers to learning we will:

- Provide frequent CPD to ensure that we offer a high quality, effective Quality First Teaching
- Provide frequent CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.
- Provide CPD to support leaders and teachers in maths that focussing on overcoming barriers.
- Quickly identify gaps in learning and put provision, support or interventions in place to address these gaps.
- Use funding to ensure that all children are able to take part in visits that enhance the curriculum and extra-curricular activities.
- Keep wellbeing as a high priority for all pupils so that they are able to settle to learn and provide additional support to those requiring it.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the funding for tutoring for those pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set.
- 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.
- Teachers will identify pupils needing support through provision mapping. This will be support may be academic or for social, emotional and mental health needs.

Challenges

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

Challenge number	Detail of challenge
1	Gaps on knowledge in phonics, reading, writing and maths
2	Staff CPD
3	Social, emotional and Mental Health and wellbeing and the impact this has on readiness for school and learning
4	Punctuality and attendance

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
<p>More children achieve expected age related progress and attainment in maths, writing and reading. Achieving outcomes in-line with, and above national average by the end of KS1</p> <p>At least 90% of pupils in Year 1 will pass the Phonic Screen.</p>	<p>KS1 reading, writing and maths outcomes in 2024/25 show that the proportion of disadvantaged pupils meeting the expected standards is broadly in line with non-disadvantaged pupils</p> <p>EYFS outcomes in 2024/25 show that the proportion of disadvantaged pupils achieving GLD and meeting ELG's will be above local and national.</p> <p>Phonics screen outcomes will rise to above 90% by 2024/25</p> <p>Analysis of data, including prior attainment will identify children in need of intervention and 1:1 tuition.</p>
<p>Provide frequent CPD to improve writing outcomes, this will include 'The Writing Process', oracy and vocabulary.</p>	<p>The new approach to planning and teaching writing will be embedded. This will improve attainment and accelerate progress.</p> <p>Frequent review will ensure that the approach is 'tweaked' to meet the needs of different cohorts of learners.</p>

<p>CPD for class teachers on NCETM Mastery Readiness.</p>	<p>A teacher in each school will work with a representative from the programme to create an action plan and half termly visits to school by a trainer to support development.</p> <p>Teachers will continue to grow in confidence and knowledge about the mastery approach, strong classroom practise will be seen and teachers will be part of a network of schools that join the programme.</p>
<p>We will increase our enrichment opportunities across the curriculum.</p>	<p>The broad and balanced curriculum that is offered will always be accessible to all our learners, including educational visits.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in self confidence • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To ensure attendance of disadvantaged pupils is at least 96%.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the rate for disadvantaged and non-disadvantaged pupils being broadly in line • the percentage of all pupils who are persistently absent being below 96% • Work with EWO to support and advise families • Offer breakfast Club place.

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: £9,551

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to monitor the Phonics programme to secure stronger phonics teaching for all pupils; especially those that are disadvantaged and accessing catch-up interventions by ensuring that all support staff are well trained to ensure consistency.</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><i>Evidence shows that teaching phonics is the best way to teach children to read, e.g. the EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</i></p> <p>‘The Reading Framework’, DfE, July 2021</p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>
<p>CPD to improve writing outcomes, this will include ‘The Writing Process’, ‘Drawing Club’, spelling and handwriting</p>	<p><i>Word reading, spelling, reading comprehension, and writing composition rely to some extent on the same underlying processes and are therefore inexplicitly linked. Learning to be literate relies on pre-existing oral language and cognitive skills, with the extent of involvement of these processes differing between aspects of reading and writing and at different points during development. As an educator it is important to understand the underlying skills used in reading and writing and how the processes are related, work together, and operate in isolation. This will support planning—ensuring that the right skills become the focus, assessment, so children’s literacy progress can be monitored with any weaknesses identified, and teaching—so support can be adapted to the needs of the child.</i></p>	<p>1, 2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Continue to develop the EYFS curriculum to ensure that all EYFS children make good progress, we will know what they have learnt, what they need to learn now and plan small steps for their future learning. CPD for all EYFS staff (Dingley's Promise)	<p><i>Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds.</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years</p> <p>Developing provision and monitoring data to inform development of provision in all prime areas and also PSED</p> <p>The Dingley's Promise Project <i>'empowering early years practitioners to deliver inclusive practices by upskilling them through training and shared information/learning resources. It is expected that the training will increase learners' awareness of the needs of all children, especially those with Special Educational Needs and Disabilities (SEND), and their confidence in supporting the learning and well-being of all children in their setting.'</i></p>	1, 2, 3
CPD for all teaching staff on 'Mastery Readiness'	<p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p> <p><i>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</i></p> <p><i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning September 2021</p>	1, 2
Maintaining adult to pupil ratios	Ensuring that all classes in KS1 have support from a Teaching Assistant, especially when phonics, maths and English are being taught.	1

	<p><i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,775.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1
Tutoring to provide school-led tutoring for pupils who have gaps in their learning with a focus on phonics, spelling and maths.	<p>Targeted phonics interventions have been shown to be effective when delivered as regular sessions over a period up to 12 weeks</p> <p>Tuition 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 and in small groups</p> <p><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</i></p> <p><i>One to one tuition and small group tuition are both effective interventions. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
TA and SA's to meet half termly to receive information on phonics interventions, speech	Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.	1, 2

and Language and training on effective interventions and QFT	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
BSquared	Small steps tracker to identify targeted areas of teaching for those children making smaller steps of progress, including social interactions.	1, 2, 3

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

Budgeted cost: £4,775.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning in EYFS and KS1	<i>Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.</i> DfE Physical health and mental wellbeing Sept 2021 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary Forest School Activities each Term	3
Jigsaw PHSE Curriculum	<i>Fifty per cent of mental health problems are established by the age of 14, which is why early intervention matters and primary schools play such a vital role in providing high-quality PSHE lessons.</i>	3, 4
Mental Health Support team Resources to emotional and support sensory needs	Prioritising mental health and wellbeing is something supported by the EEF <i>EEF Guide the Pupil Premium</i>	3, 4
Increased enrichment opportunities	Targeted access to trips Targeted / priority access to clubs	3, 4

<p>Support from the Educational Welfare Service</p>	<p>To ensure that Pupil Premium attendance is at least in line with national figure of 95.3%</p> <p>School will monitor attendance termly.</p> <p>EWO will support with those cases where attendance fall below 90%</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist therapy • Additional staffing 	

Total budgeted cost: £19,102

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS and key stage 1 performance data, phonics check results and our own internal assessments.

We continue to try to better understand the impact of the pandemic on our pupils and their families, we have observed that children in Nursery and Reception need more support with SEMH and fine and gross motor learning activities. This means a significant impact on children's readiness for school and learning.

To help us gauge the performance of our disadvantaged pupils we compared our results to those at a national and regional level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Data from tests and assessments suggest that, at a school level, in Summer 2022/23 disadvantaged children achieved above non-disadvantaged in Reading, Writing and Maths at the end of EYFS. At the end of KS1 disadvantaged children achieved higher in Reading and Maths and in line with non-disadvantaged in writing. When compared to local data, disadvantaged pupils achieved in line with local data for Age Related Expectations in Reading, Writing and Maths combined. These pupils achieved higher than local data in Reading and Maths and were in line in Writing.

In 2021/22 disadvantaged children achieved below non-disadvantaged in Reading, slightly below in Maths, but in line in Writing. They were below in reading and writing at a local and national level, but in line with maths. This information does not include the children from River Class (ASD Resource Provision).

Our analysis suggests that the reason for some of our disadvantaged pupils not meeting expected standard or not passing the phonics screen is primarily that they are also pupils on the SEND register and in addition require support for their Social, Emotional Mental Health; this could be in terms of behaviour plans or personalized provision based on a nurture approach. We also identified that some of the approaches we used to boost outcomes for disadvantaged pupils; tutoring and a very structured and rigorous approach to the teaching and assessment of phonics had a positive impact. We continue to have writing as a focus for improvement.

Absence among disadvantaged pupils was broadly in line with their peers in 2022/23. In Year 2 the attendance of disadvantaged pupils was 2% below their peers. We recognise that any gap between these groups is too large which is why raising the attendance of all pupils, but especially our disadvantaged pupils is a focus. This attendance information does not include pupils from River Class (ASD Resource Provision).

Our observations and assessments demonstrated that pupil attainment improved last year in KS1, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. For our EYFS learners the focus will be providing provision and targeted interventions to support Personal, Social and Emotional Development and Listening and Attention.

These results mean that we are at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our School Development Plan and included recommendations from our Ofsted inspection (Nov 2022) and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in this Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

End of EYFS

4 disadvantaged pupils.

Reading – 3 made expected or more than expected progress
Writing – 2 made expected or more than expected progress
Maths - made expected or more than expected progress

End of KS1

2 disadvantaged pupils (mainstream)

Reading - 2 made expected or more than expected progress
Writing – 2 made expected or more than expected progress
Maths – 2 made expected or more than expected progress

June 2023 – Phonics Screen – Y1

85% of children passed the screen. There were 5 disadvantaged pupils in the class and 4 passed the screen.
1 disadvantaged pupil in Y2 retook the screen and did not pass.

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
White Rose Maths Premium	https://whiterosemaths.com/resources/
Real PE	https://jasmineactive.com/solutions/real-pe
Class Dojo (free)	https://www.classdojo.com/en-gb/?redirect=true
Nessy	https://www.nessy.com/en-us
Music Playtime	https://music-playtime.com/

Further information

In addition to the targets and actions described above, our school team goes above and beyond our educational duty in supporting disadvantaged pupils and families. We make the most of community links to cater for pupils' social and emotional needs as well as their academic needs with the aim of improving their general well-being and readiness to learn.

We provide support for our families with a wide range of actions, arrangements and processes, including but not restricted to;

- Early Help referrals
- Support with school transition
- Signposting community services
- Providing up to 30 hours nursery provision to ensure the best possible start
- Wrap around care each school day
- Free out of school activities
- Subsidising trips
- Providing breakfasts where necessary