

St Faith's Church of England Infant and Nursery School: Pupil Premium Strategy Statement 2024– 2027

“Our inclusive St Faith’s family strives to enable all to achieve their full potential and inspire a community of hope and friendship.

We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated, and our genuine love and high expectations make a difference to all.”

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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Faith’s Church of England Infant and Nursery School
Number of pupils in school	280 (updated September 2024)
Proportion (%) of pupil premium eligible pupils	15% (updated September 2024)
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	September 2024
Date on which it will be reviewed	July 2026
Statement authorised by	Mrs Amanda Konrath
Pupil premium lead	Miss Lisa Wright
Governor / Trustee lead	Reverend Victoria Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,000
Recovery premium funding allocation this academic year	£3,166
Pupil premium funding carried forward from previous financial years (enter £0 if not applicable)	0
Total budget for this academic year	£62,166

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Part A: Pupil premium strategy plan

Statement of intent

At St Faith’s we aim to ‘construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and **cultural capital** they need to succeed in life.’ Some children arrive at our school with poorer experiences than others, in both their learning and play. What we do, through our curriculum and interactions and the opportunities we provide, potentially makes all the difference for our disadvantaged children. It is our aim to ensure that children experience the awe and wonder of the world in which they live.

We aim to ensure that every child leaves our school excited about learning and determined to succeed, with ambition and a positive mind set. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives. We want to provide all children with the skills to enable them to confidently reach their full potential by building upon their self-confidence and self-belief.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims and ensure that for **all** disadvantaged children, opportunities and additional experiences enable them to close the gap both socially and academically with their peers, as appropriate. We tailor what we provide to suit the needs of individual and small groups of children to ensure that our ‘St Faiths Family’ provides these children and their families with the best foundations for learning and life possible.

Our current pupil premium strategy works towards closing these gaps by:

- Providing a balanced and broad curriculum to engage ALL learners.
- Providing training and support to upskill all practitioners in supporting all children, with a specific focus on our disadvantaged children.
- Focus on key skills in communication, reading, writing and maths to ensure our children reach their full potential.
- Tracks disadvantaged children closely to ensure early intervention can be put into place to maximise both attainment and progress.

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Challenges

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

Challenge number	Detail of challenge
1	Social and emotional difficulties, including low self-confidence and self-esteem, and some behavioural problems – children can enter nursery and reception with limited social skills.
2	Poor or limited oral language and understanding – for our youngest children to gain full access to the curriculum we prioritise the development of language & communication skills.
3	Disadvantaged children not achieving the expected standard or above in reading and writing. (This has greatly improved over the last strategy and now we are aiming to maintain the high standards they are currently achieving.)
4	Low starting points and low % of GLD at end of Reception is resulting in scores below national expectations in Reading, Writing and Maths.
5	Limited experiences and opportunities to broaden both understanding and skills.
6	Parental engagement and confidence in knowing how to support their child’s learning, including poor attendance for some families.

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
All children having a high level of both well-being and involvement in their learning	95%+ of all children have a high level of wellbeing and involvement.
All children to achieve their full potential in phonics and develop a love of reading	New reading areas, including the outdoor little library, to be used regularly and enjoyed by all families. 70%+ to pass the phonics screening check at the end of year 1 % of children in EYFS reaching the expected standard in reading and phonics to be in line with the national average.
All children make expected or better progress in writing, with a high level of confidence to write Improved teacher confidence in planning for and teaching Talk for Writing Strategies in English (and other areas of curriculum)	90%+ of all children making expected or better progress in writing. Good teaching in all classrooms and teachers feeling confident in planning and using Talk for Writing strategies. Linked to involvement and wellbeing, data collected through child’s voice and staff questions.
Good attendance for all children	All pupils aiming for 95%+ attendance. 90%+ of all children achieving 95%+ attendance.

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.

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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further develop language and storytelling skills to feed into writing.	<p>Since we began Talk for Writing and Little Wandle phonics we have seen improvements in language, reading and writing for all children. This needs to continue and introduced to new staff to ensure consistent teaching in all year groups.</p> <p>Training for new staff and continuing to upskill full teaching team. Further develop through year group planning, including hook days, cold tasks and hot tasks in place.</p> <p>There will be a particular focus on Early Years as evidence has shown, preventing the learning gap where possible rather than closing is extremely effective. This will include embedding Drawing Club in Reception.</p> <p>Staff training for further ideas to close the word gap and further develop language.</p>	2, 3, 4, 6
Ensure all relevant staff (including new staff) have received training and support to deliver the phonics scheme (Little Wandle) effectively, focusing on consistent intervention.	Data shows the use of Little Wandle is having a positive impact on all children’s reading and phonic ability. In July 2024 83% of children passed their phonic screening check in Year 1. This needs to continue alongside the further development of phonic interventions. Evidence show that improving the quality of teaching can have the greatest impact on learning quality. As research from the EEF shows this is low cost for moderate impact and is especially important for the age of our children. The systems we have in place are both explicit and systematic both of which are recognised as being the most effective.	2, 3, 4
Ensure all staff accurately identify areas of need, and use high quality intervention to support and close gaps for groups and individuals.	Through closely working with our school SENDCO we have identified the need for teachers to identify initial concern children and plan a high-quality intervention programme where progress can be measured, and from this any SEND concerns to be acted upon. This involves further training around SEND identification and linking to the school’s development plan CPD focusing on effective and timely interventions. We aim for this to maximise progress for ALL children.	1, 2, 3, 4, 5
Maths Mastery Project	We are further developing our maths curriculum by adopting White Rose Maths and becoming part of the Mastering Number Programme. As recommended by the EEF this will further develop teachers understanding of how children learn maths, provide dedicated maths time throughout the day. The impact of Mastery learning can also be high with a low cost.	2, 4

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ELSA sessions	In order to increase the support we can offer to ALL children, we will have trained teaching assistants in ELSA. This will now be used to its maximum benefit for individuals and groups of children. By prioritising the social and emotional learning and also behaviour strategies, it has a positive impact on the ethos of the school, supporting progress for all.	1, 6
Developing confidence of PP children through additional activities	Additional Activities strategically planned and arranged for children. These will develop as the year progresses. Focusing on social and emotional aspect of learning can have an impact of 4 months according to EEF toolkit.	1
Sensory circuits training for all	Planned training for all staff for sensory circuits. This is through inset days and staff meeting time.	3, 4

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

Budgeted cost: £ 29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Sensory circuits to support children facing difficulties in sensory and emotional regulation needs.	We will invest in training, time and resources to enable children who need them to access sensory circuits. This will support children with SEND sensory needs and also those who may find self-regulation and managing their emotions difficult. Research completed by the Royal College of Occupational Therapists shows the impact this has on participation and performance in everyday tasks.	3, 4
Little Wandle Intervention	We will ensure that intervention for reading and phonics will be consistent and frequent for all classes. This will address the gaps for identified individuals. This will be monitored closely to ensure that all delivery is consistent and inline with the Little Wandle approach whilst following our St Faith’s way. Children need to keep up and not just catch up. This will maintain and continue to improve the phonics scores.	2, 3, 4, 5
To embed Drawing Club into Reception	To plan for the progression of drawing club throughout the year to ensure Reception children all reach their full potential and standards in writing improve in Reception with a higher percentage of children reaching a good leave of development. We recognise that with a great start to their writing journey, standards and the enjoyment of writing should both continue to rise throughout the school.	1, 2, 3
Support staff to deliver group intervention and ELSA sessions	With the youngest children our best resource is adult support. This is sometimes of high cost, but quality intervention and supported play can have a huge impact. We will monitor this closely to ensure consistency and quality.	1, 2, 3, 4

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

Budgeted cost: £14,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Full time ELSA used to support families and children when needed. By prioritising the social and emotional learning and also behaviour strategies, it has a positive impact on the ethos of the school, supporting progress for all.	1, 6
Supporting individual children by funding or providing additional club to support the development of both social and academic skills.	Continuing with wellbeing and additional support for PP. Paid Fireflies’ sessions as needed. Support from SENDCO and ELSA Funded after school and holiday clubs. Clubs offered designed to support PP children e.g. Phonics and reading club	1, 3, 4, 6
Team around the class meetings	We currently hold pupil progress meetings to discuss and plan next steps for groups and individual children. This focusses on both progress and attainment. This year we are starting team around the class to provide time and support to class teachers to discuss all needs, including wellbeing, of all learners.	1, 6
Lego Therapy	Lego therapy intervention delivered by an experienced and trained TA has many benefits. As Therapy.Org state Lego therapy promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills.	1, 2, 5
Attendance support	We monitor attendance really closely. Our pupil premium children have been identified as one of our lower attending groups and so a greater focus and support for families has been placed here. The supported offered is tailored for individual families.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 62,100

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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.

Training has been key to our strategy over the past three years and we have invested into our staff team so a range of support can be offered to all children. We look forward to further embedding this throughout the next academic years.

Additional TA time has provided high quality intervention for children who may be falling behind. The impact of this is reflected across Key Stage 1, where data shows improvement in all areas of reading, writing, maths and phonics. This shows the strategies we have in place are proving successful for both PP and all children. The gap between PP children and other key groups has now closed and in some areas PP children are now the highest performing group.

The new schemes that have been introduced, Penpals handwriting, Talk for Writing and Little Wandle as also being embedded and will continued to be closely monitored in the next academic year. We are also ready seeing the impact of handwriting for many children, an element that previously was holding our children back from achieving their full potential.

Relationships with our families continue to be strong as we work together to improve attendance and offer support to families as needed. Our nurture lead is now working with many more families and is part of the DSL team. This will continue and be closely monitored. Our Safeguarding team has also expanded to ensure all children and families are getting full support. This is also having a positive impact on attendance.

Both progress and attainment data shows that the gap between PP and other key groups has closed dramatically and in some year groups PP are out performing other groups.

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
Drawing Club	Training for all relevant staff Greg Bottrill

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support. Weekly wellbeing sessions for Service children. Additional support from Nurture lead, particularly around times of Deployment. Additional support for families and open door policy. Special events and experiences linked to the Armed forces. Additional TA hours for intervention.
What was the impact of that spending on service pupil premium eligible pupils?	Increased wellbeing and involvement for these children. Improved family relationships. Further developed communication with these families. Increased / maintained progressed for most service children.

The data on page one for PP numbers does not include our services children.

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Further information – opportunities and provision for disadvantaged children that is not dependent on pupil premium or recovery funding.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated meeting and training time for Teaching Assistants	When working with young children we have continued to recognise that quality adult support from our teaching assistants’ team is vital. In order for this team to have the greatest impact on teaching and learning they need dedicated time to access information and training. This will be through meetings, discussions, observations, relevant training and modelling from our teachers. Targeted one to one support can have immediate impact for individuals and groups of children.	2, 3, 4
Establish the bottom 20% of learners in phonics and those falling behind age-related expectations and establish daily interventions.	As our data shows our attainment in phonics is improving as a result of staff training and working with the English Hub. By closely monitoring the bottom 20% of learners in all classes, and other disadvantaged children who are not on track to reach the age-related expectations, we can then establish quality intervention to further support these learners. This group will be flexible, and progress carefully tracked.	3, 4
Encouraging wider reading, support parents in reading at home	Feedback from parents following meetings and workshops is always extremely positive. These offer support and guidance to our families whilst continuing to develop effective relationships. By providing key information and strategies for parents to use when supporting their children at home, the children are gaining the maximum support in reaching their full potential. This will also include termly parents’ evenings sharing ideas with parents, targeting parents of those children not reading, providing additional support and guidance as required. We also aim to re-establish Family Fridays.	2, 3, 4, 5
Priority readers	In each classroom, teachers will identify children that need to read daily. This will be reviewed regularly in order to support those children needing more practise and will often run alongside phonic intervention.	3, 4
Developing confidence of PP children through additional activities	Additional and activities arranged for children such as Pre-school playmates, visiting the library all to build confidence and experiences. These will develop as the year progresses. Focusing on social and emotional aspect of learning can have an impact of 4 months according to EEF toolkit.	1
Wellbeing days and tracking wellbeing for all children	Previously we have tracked the wellbeing and involvement of selected children. We intend to increase this to all children to ensure that no one’s mental health or emotional difficulties are missed. Focusing on social and emotional aspect of learning can have an impact of 4 months according to EEF toolkit.	1