

# Victor Seymour Infants'

## Pupil premium strategy statement 23/24



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 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	316
Proportion (%) of pupil premium eligible pupils	12.97% across all years (41 children)
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sam Morrissey
Pupil premium lead	Emma Gauci
Governor / Trustee lead	Fiona Pearce

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,897
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>	£2500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£57,397

# Part A: Pupil premium strategy plan

## Statement of intent

At Victor Seymour Infants' we strive to ensure all pupils, irrespective of their background or challenges they face, make good progress across all areas of learning.. Our aim is to meet the needs of all and raise attainment of all children through a broad, balanced and exciting curriculum that is underpinned by love for learning and wellbeing.

- For pupils at Victor Seymour Infants' Pupil Premium children to perform in line with non-Pupil Premium pupils across all areas of learning and deprivation is not a barrier to their success.
- Early identification of underperforming pupils with targeted support, intervention put in place quickly and reviewed regularly. Led by experienced teachers or highly trained teaching assistants.
- For children to be secure in basic skills enabling **all** children to make at least good progress in their learning.
- For Disadvantaged children to have equal access to extra curricular provision in line with all children.
- At Victor Seymour support is in place to challenge more able pupils so they can achieve beyond the expectations.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance by some Disadvantaged children is lower than Non-Disadvantaged pupils.
2	Lack of support at home for some Disadvantaged children results in a lack of basic skills. This may be due to parental lack of skills and inability to support.
3	Non engagement in support for parents/carers offered by school to improve learning at home.
4	Key children within this group also cross into SEND/EAL

## 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
% PP children's attendance is in line across All children	<ul style="list-style-type: none"> <li>• There will be a reduction in the gap between All pupils and disadvantaged - 3% or less by the end of summer 2024.</li> <li>• All pupils of meet the school target of at least 96%</li> </ul>
PP children's basic maths skills are secure	<ul style="list-style-type: none"> <li>• Children will be independent in applying their use of number and number concepts</li> <li>• Children make more than expected progress in maths across the year compared to ALL</li> <li>• Data will be comparable to ALL in all Year groups</li> </ul>
PP children's basic writing skills are secure	<ul style="list-style-type: none"> <li>• Children will be independent in applying basic skills in writing</li> <li>• Children make more than expected progress in writing across the year compared to ALL</li> <li>• Data will be comparable to ALL</li> </ul>
PP children become independent readers	<ul style="list-style-type: none"> <li>• Children will be independent in applying basic skills in reading</li> <li>• Children make more than expected progress in reading across the year compared to ALL</li> <li>• Data will be comparable to ALL</li> <li>• All PP children to pass the phonic check by the end of Year 2</li> </ul>
More PP children are supported at home with learning.	<ul style="list-style-type: none"> <li>• Key PP children access Reading Eggs</li> <li>• Key PP children access Times Table Rockstars</li> <li>• Key PP children access additional, focused learning at home, provided with laptops where appropriate</li> <li>• Key PP parents personal invitation to workshops</li> <li>• Key PP parents personal invitation to Reading group after school and attend for 6 sessions (Reception - Year 2)</li> </ul>
Barriers involving physical development to learning are reduced	<ul style="list-style-type: none"> <li>• Physical skills to support learning are developed with key children.</li> </ul>
Extra curricular activities provided by the school are inclusive for all.	<ul style="list-style-type: none"> <li>• Curricular activities are accessible by all PP children.</li> </ul>

## 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)


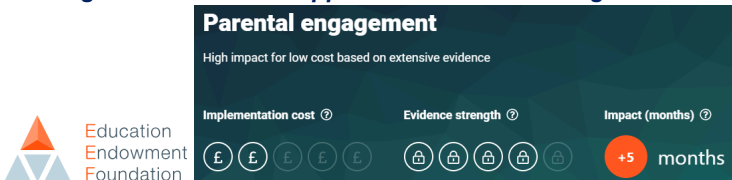
Budgeted cost: £ £7472.10

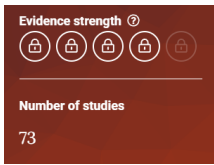
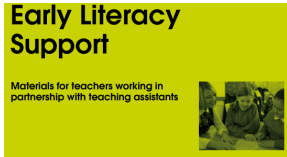


Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for TA's to further support questioning and next steps in reading and writing.	<p>TA's reading with children are able to use effective questioning to develop comprehension skills and can identify the next step in their reading skills.</p> <p><b><i>'Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students' -EEF - The Guide to Pupil Premium 2023</i></b></p> 	2, 4
Training and support for TA's in teaching phonics	<p>TA's delivering phonics are consistent in correctly pronouncing phonemes resulting in PP children making at least good progress and are in line with ALL in meeting the Phonics Check</p> <p>Research from the EEF says <b><i>'Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.' it also states - 'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning' EEF The Guide to Pupil Premium 2023</i></b></p> 	2, 4
On going training and support for staff teaching children with SEND	<p>Children that have SEND and are disadvantaged are supported because staff are well trained.</p> <p><b><i>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils</i></b></p> <p><b><i>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress..EEF- March 2020</i></b></p>	4
Workshops for parents to further support next steps in learning at home - EYFS- YR2	<p>Parents are supported in developing children's reading skills at home. Increased reading at home.</p> <p>Parental engagement increases</p> <p><b><i>Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. - EEF Toolkit July 2021</i></b></p>	3, 2

Training for EYFS in Speaking and Listening	Increase of development of speech in EYFS Staff can appropriately give next steps in development of speech. <i>'There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.'</i> EEF Toolkit 2021	2, 4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £42,847.95

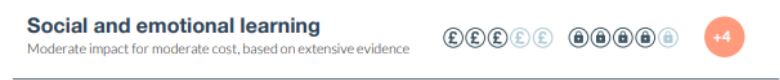
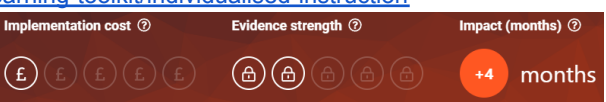
Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics support groups in class across Rec - Year 2	Children are able to access phonics at the right pace and phase in order for them to achieve ARE in phonic phases. <i>'It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</i> EEF - Teaching Toolkit 2021 Unlocking letters and sounds <i>'Validation will indicate that a programme has been self assessed by its publisher and assessed by a small panel with relevant expertise, and that both consider it to meet all of the most recent Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme'</i> – Department for Education, 2021. 	2
Key PP parents personal invitation to Reading group after school.	Parents are better equipped to support children in developing their reading skills at home. <i>'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.'</i> <i>Working with Parents to Support Children's Learning EEF 2023</i> 	3
1:1 support for reading across Year 1 and 2 for disadvantaged children	Children are reading regularly and make better progress. Children have more opportunity to read and therefore are able to make more progress due to increased practise. <i>'One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.'</i> EEF-Teaching Toolkit 2021	2

<p><b>Development of pre writing skills to support early writing in Early Years</b></p>	<p>Children experience targeted gross motor skills and drawing and fine motor skills groups to support.</p> <p><i>'All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies , particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.'</i> - <b>EEF Teaching Toolkit 2023</b></p> 	<p>2,3,4</p>
<p><b>OT sessions support key children in motor skills.</b></p>	<p>Children can develop the motor skills that holds them back in their class learning</p> <p>Key children have been shown not to access learning but this is hindered by physical difficulties and not necessary academic.</p> <p><b><i>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone. EEF Teaching Toolkit 2021</i></b></p>	<p>4</p>
<p><b>ELS programme followed by key children</b></p>	<p>Increase development of basic skills to improve attainment in reading and writing.</p> <p>Programme evidence of very good progress in the acquisition of skills.</p>  <p>department for children, schools and families</p>	<p>2,4</p>
<p><b>Training hours for staff plan for individual targets for School Led Tutoring</b></p>	<p>Planning is tailored for individual children ensuring learning is correctly pitched resulting in accelerated progress and greater confidence in children.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1700007703">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1700007703</a></p> 	<p>2</p>
<p><b>TA Teaching hub groups teach writing intervention groups across Year 2</b></p>	<p>Links between interventions and class learning provide acceleration of progress</p> <p><a href="https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324">https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-academic-year-202324/national-tutoring-programme-guidance-for-schools-academic-year-202324</a></p>  <p>Department for Education</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Tutoring_Guide_2022_V1.2.pdf?v=</a></p>	<p>2,4</p>

<b>Specific work with SEND Support for key children</b>	Key children are able to develop skills to support learning overall eg concentration, memory etc <a href="https://www.gov.uk/government/publications/special-educational-needs-sen-support-findings-from-a-qualitative-study">https://www.gov.uk/government/publications/special-educational-needs-sen-support-findings-from-a-qualitative-study</a>	4
<b>Mathletics/ Time Table Rock Stars/ Reading Eggs used in class time and early morning booster group</b>	Continued increase confidence and attainment in maths/ reading skills Children will receive additional practise at maths skills individually linked to ability across the year groups Children will receive additional practise at reading skills individually linked to ability across the year groups <a href="https://readingeggs.co.uk/about/research/">https://readingeggs.co.uk/about/research/</a>	2,4
<b>Intervention for maths Lower ability children in Year 1 and 2</b>	Improve the maths skills of key children Consolidating basic skills in maths to enable children to catch up and return to whole class teaching <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</a>	2,4

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

Budgeted cost: £6805.4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA support groups attended by key children</b>	Meet the specific needs of key children Focused work with key children supports emotional needs that might hinder learning <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1700047747">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1700047747</a>  	2,4
<b>Support for key children</b>	Key children are able to access the curriculum and extended school life. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  	2,4
<b>School Trips paid for by funding for key children</b>	Children are able to take part in trips and events without financial deprivation Participation in extra- curricular activities for key children is supported and children are able to take part in trips and events without financial deprivation	2,3
<b>Increased interaction with parents and reduce tolerance of absence by all school staff who communicate with parents/carers.</b>	Improved overall attendance of key children particularly disadvantaged so attendance is at least 96% and above and there is reduction in persistent absence. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-2023.pdf?v=1696434151</a>	1



<b>Attendance at clubs paid for by funding for key children</b>	<p>Children are able to take part in extracurricular activities / clubs without financial deprivation</p> <p><b><i>'Participation in extra- curricular activities for key children and meets the needs in terms of particular skills or socialisation.</i></b></p> <p><b><i>Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes.'</i> EEF Guided to Pupil Premium 2023</b></p>	1,2
<b>Children to attend after breakfast club</b>	<p>Individual needs are met with regards to attendance socialisation on etc. Children will be able to improve their attendance because parents/carers have support to get them to school or a child may increase their social skills</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief-Poster.pdf?v=1695997709</a></p>	1,2

**Total budgeted cost: £ 57125.45**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

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

Programme	Provider
Reading Eggs	3P Learning
TimesTable Rockstars	Maths Circle
Unlocking Letters and Sounds	Ransom Publishing

**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*