



## Pilton Infants' School Pupil Premium Strategy Statement 2024-2025

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
School name	Pilton Infants' Academy
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	18.8%PP, 4.0%PP+
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023-2025/26
Date this statement was published	20.12.24
Date on which it will be reviewed	10.10.25
Statement authorised by	Ian Thomas
Pupil premium lead	John Mortimer
Governor / Trustee lead	Paul Ginnings

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,896
<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>	£63,896

# Part A: Pupil premium strategy plan

## Statement of intent

At Pilton Infants' Academy, we are committed to ensuring all children thrive academically, socially, and personally. Our motto, "Learning for Life," reflects our determination to inspire pupils to exceed their expectations and develop a lifelong love of learning. We are dedicated to providing every child with the opportunity to reach their full potential, removing barriers to achievement wherever they exist.

Our core focus is on closing the attainment and progress gaps, particularly for disadvantaged pupils, by delivering high-quality teaching and targeted interventions. We prioritise core subjects - reading, writing, and maths - while offering a broad curriculum that promotes global awareness and enriches pupils' experiences.

We recognise the unique challenges faced by vulnerable pupils, including those with a social worker and young carers, and our approach ensures that these children receive tailored support, irrespective of their disadvantaged status. Our goal is to ensure all pupils experience a school life that fosters success, happiness, and ambition.

### Objectives:

- Provide high-quality teaching for all pupils.
- Close the attainment gap between disadvantaged pupils and their peers.
- Maintain a low attainment gap compared to national figures for disadvantaged pupils.
- Offer targeted social and emotional support to ensure pupils feel safe, happy, and attend regularly.
- Prioritise high-quality interventions for disadvantaged pupils in 2024/25.
- Ensure disadvantaged pupils have access to a wide range of curriculum and extracurricular activities.

### Implementation:

Our strategy will be underpinned by evidence-based approaches. We will provide academic, social, and emotional support to meet the diverse needs of disadvantaged pupils, working in partnership with families and external agencies.

### Key principles:

- Use evidence-based strategies for maximum impact.
- Continuously improve teaching and learning.
- Collaborate with parents and outside agencies to support families.
- Provide an equitable or enhanced offer for disadvantaged pupils to ensure they have access to opportunities that enable their success.

By following these principles, we will ensure the best outcomes for all our pupils, helping them achieve their full potential.

## Challenges

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

Challenge number	Detail of challenge
1	Increasing levels of deprivation leading to a large Safeguarding (Child Protection, Child in Need, Early Help) workload and increasing number of families struggling with the cost of living.
2	The need to increase attendance levels for all pupils and ensure attendance of disadvantaged pupils is in line with their peers.
3	Low Parental engagement and aspiration frequently for disadvantaged groups.
4	School readiness including: <ul style="list-style-type: none"> <li>- Low attainment on entry</li> <li>- Increasing levels of social and emotional needs on entry</li> <li>- Toileting and self-care issues</li> <li>- Speech and language issues</li> <li>- Parenting skills</li> </ul>

## 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. Children are well regulated and ready to learn in a formal classroom environment.	<ul style="list-style-type: none"> <li>- School attainment data will demonstrate that disadvantaged children have narrowed the gap between their attainment and that of their non-disadvantaged peers.</li> <li>- Non-academic data will demonstrate that disadvantaged pupils are increasingly regulated and ready to learn</li> </ul>
2. All children are able to read when they leave school to ensure they can access all learning.	<ul style="list-style-type: none"> <li>- School attainment data will demonstrate that disadvantaged children have narrowed the gap between their reading attainment and their non-disadvantaged peers.</li> </ul>
3. All children are exposed to the breadth of opportunity and aspiration available in modern Britain.	<ul style="list-style-type: none"> <li>- Children will enjoy a broad and balanced curriculum and have had a broad range of additional experiences which enhance the full curriculum offer.</li> </ul>
4. Attendance levels are no different for the disadvantaged group.	<ul style="list-style-type: none"> <li>- School attendance data will demonstrate that disadvantaged pupils have narrowed the gap between their attendance and that of their non-disadvantaged peers.</li> </ul>
5. The spoken language gap has demonstrably closed.	<ul style="list-style-type: none"> <li>- School data will demonstrate that disadvantaged pupils have narrowed the language gap to their non-disadvantaged peers.</li> </ul>

## 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: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>High quality teaching</u></p> <p>Staff CPD</p> <ul style="list-style-type: none"> <li>- Relational practice</li> <li>- Scaffolding</li> <li>- Internal CLR cycles</li> <li>- Coaching – Walkthru materials</li> <li>- Sustaining Mastery Workgroup</li> <li>- Writing CPD               <ul style="list-style-type: none"> <li>o Live marking, feedback</li> <li>o Letter formation, handwriting, fine motor control</li> </ul> </li> <li>- Embed Mastering Number</li> <li>- English OAIP – dyslexia</li> </ul> <p>Quality Assurance through regular monitoring:</p> <ul style="list-style-type: none"> <li>- reviews with TEAM MAT and school improvement advisor</li> </ul>	<p><a href="#">High Quality Teaching</a></p> <p><a href="#">Effective professional development</a></p> <p><a href="#">Mastery Learning</a></p> <p><a href="#">Improving Maths in KS1 and EYFS</a></p> <p>Fluent transcription skills - <a href="#">Improving Literacy in KS1</a></p>	<p>1,2,3</p>
<p>Little Wandle – Reading and phonics</p> <ul style="list-style-type: none"> <li>- Monitoring + feedback</li> <li>- Training</li> </ul>	<p><a href="#">Phonics</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	<p>2</p>
<p>Developing reading comprehension curriculum in Year 2</p>	<p><a href="#">Reading comprehension</a></p> <p><a href="#">Improving Literacy in KS1</a></p>	<p>2</p>

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Little Wandle phonics</u> - Rapid catch up intervention – for children working below age related expectation for phonics	<a href="#">Phonics</a>	1,2
<u>1:1 or small group targeted additional reading - Y2</u>	<a href="#">Improving Literacy in KS1</a>	1,2
<u>Spot on With Number – Y2</u> Intervention programme to support children to close the gap to age related expectation. - Training of staff member - Leading of intervention	<a href="#">Improving Maths in KS1 and EYFS</a>	1
<u>Speech and Language</u> Speech links Language links	<a href="#">Oral language interventions</a>	1, 2,5
<u>Educational Psychologist</u> Private EP visit every half-term to support need of SEND children and identify strategies to support in class.	<a href="#">High Quality Teaching</a>	1,2,5
<u>Peripatetic music teaching</u> Subsidised places for disadvantaged pupils	<a href="#">Arts Participation</a>	3

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Pastoral support</u> Providing an additional layer of support for families and children.</p> <ul style="list-style-type: none"> <li>- Support transitions into school</li> <li>- Support unstructured times</li> <li>- Support children who have/are experiencing ACEs</li> </ul>	<p><a href="#">Social and emotional learning</a></p>	1,4
<p><u>Learning Champions Programme</u> Targetting children to engage in wider curriculum activities to develop relationships, interpersonal skills and sense of belonging. E.g. Outdoor Learning, Lego Therapy, Cooking</p>	<p><a href="#">Social and Emotional Learning</a></p>	1,4
<p><u>Nurture Room</u> Targetted support for a very small number of pupils who are unable to access the classroom full-time. Developing their skills and behaviours to enable them to return and be successful.</p>	<p><a href="#">Ofsted – Supporting children with challenging behaviour</a></p> <p><a href="#">Social and Emotional Learning</a></p>	1,4
<p><u>Year 2 PP Music Club</u> All pupil premium children in Year 2 are given the opportunity to</p>	<p><a href="#">Arts participation</a></p>	3
<p>Subsidised places for disadvantaged pupils to provide financial support</p> <ul style="list-style-type: none"> <li>- School trips</li> <li>- School swimming</li> <li>- Wraparound care</li> </ul>	<p><a href="#">Arts participation</a></p>	3
<p><u>Cultural capital opportunities</u> Prioritising disadvantaged pupils for trips with limited numbers e.g.</p> <ul style="list-style-type: none"> <li>- Remembrance</li> <li>- Visit the old people’s home</li> </ul>	<p><a href="#">Arts participation</a></p>	3
<p><u>Parental engagement opportunities</u> For example:</p> <ul style="list-style-type: none"> <li>- Parents evenings</li> <li>- Book looks</li> <li>- Reading and phonics workshops</li> <li>- Story telling workshops</li> </ul>	<p><a href="#">Parental engagement</a></p>	1,4,5

**Total budgeted cost: £ 64,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

At Pilton Infants' Academy, outcomes for disadvantaged pupils are evaluated using a range of measures, combining internal data with national data (Y1 phonics screen) to monitor the closing of gaps across a child's learning journey.

#### **Attainment Gaps:**

Our data highlights some significant progress in narrowing attainment gaps. For example, the gap between pupils attaining ARE in Y2 reading halved between the start and end of the year when comparing disadvantaged and non-disadvantaged peers.

#### **Readiness to Learn:**

Speech and language - Of the twenty-one pupils assessed as having moderate or severe speech and language issues at the beginning of the year, 62% were age appropriate by the end of the year meaning they are better able to access and understanding their classroom learning.

Pastoral support – Child and parents who are finding things tricky were able to receive support to help them feel more settled in school. Children were better able to learn.

#### **Interventions:**

Targetted interventions such as Spot on with Number, Little Wandle phonics catch-up and additional reading had a transformative impact. Pupils grew in confidence and self-esteem and made academic progress in addressing misconceptions and closing the attainment gap.

#### **Cultural Capital and Enrichment:**

Strategic use of funding has provided disadvantaged pupils with equitable or enhanced opportunities to experience cultural, aspirational and extra-curricular activities. These experiences enrich the curriculum and contribute to pupils' overall development helping them to grow and thrive personally, socially and academically.

All children in Year 1 and Year 2 are on a journey of learning to swim, a vital life skill in North Devon.

We are committed to all of our pupils leaving Pilton Infants' Academy with the skills, knowledge and confidence they need to continue their learning journey and exceed their own expectations.