



Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2026 academic years 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	South Walney Infant & Nursery School
Number of pupils in school	158 plus 31
Proportion (%) of pupil premium eligible pupils	(26 children) 16%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 2023-2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs B Ensoll (Headteacher) Mrs J Pearson Chair
Pupil premium lead	Ms M Thomson (Class Teacher)
Governor / Trustee lead	(Parent Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,465
Recovery premium funding allocation this academic year	£2,835
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	£36,300

Part A: Pupil premium strategy plan

Statement of intent

At South Walney Infant & Nursery School our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage.

As a school we ensure that:

- There is a clear focus on quality teaching
- Staff are aware of children and their individual needs
- Children in receipt of pupil premium are carefully tracked
- Our whole school ethos recognises the 'whole' child and their lived experience, recognising the importance of social and emotional support

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey. Although our Pupil Premium strategy is carefully planned at the beginning of each academic year, we also fully acknowledge that this is a working document; and as such, will be reviewed and updated termly throughout this academic year in order to accurately respond to the needs of our pupils.

Challenges

Here at SWINS, through careful analysis of data, discussion with teachers, teaching assistants and our pupils, we have identified a number of barriers to educational achievement currently faced by our pupils who are eligible for pupil premium funding.

Challenge number	Detail of challenge
1	Our overall whole school attendance and persistence absenteeism remains a focus of this current plan and features on our school improvement plan across the 3 year period 21-24. Our assessments indicate persistence absenteeism and late school arrivals are negatively impacting disadvantaged pupils. Last year, we reversed the gap between PP, 93.6% and NPP 91.3% for overall attendance and the gap between persistent absenteeism has reduced with 14% for the whole school compared to 19% National.
2	On entry to Nursery in 2021-2022, only 46% of pupils were assessed on track in speaking. assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many children, including our disadvantaged pupils from nursery through to KS1.
3	A significant number of children in year 2 attaining below national standards in reading and writing and maths in 2021. This was included on the school development plan
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support, SERIS and ELSA have increased since the pandemic and there has been an increased number of children presenting with emotional and behavioural difficulties. This is impacting their attitudes to learning and being more vulnerable to disengagement.

Intended outcomes

Intended outcome	Success criteria
Improved outcomes for all children in Communication and language by the end of the EYFS.	Outcomes for speaking and listening to be in line with national
Children's attainment in Reading to be at least in line with national across all year groups. Disadvantaged pupils will make rapid progress in reading from their starting point.	The gap between 2021 reading outcomes and 2024 reading outcomes is diminished with the majority of children at national expectations in KS1. Significant improvement achieved
Children's attainment in Maths to be at least in line with national across all year groups. Disadvantaged pupils will make rapid progress in reading from their starting point.	End of KS1 outcomes for Maths are inline with National Most children leave KS1 able to read and having passed the phonics test or resit (92%)
Whole school attendance to be at least in line with or above the national. PP attendance to be above national.	Attendance above national for all children and PP children.
All staff across the school, both teaching and non-teaching, hold the same consistent expectations of behaviour. Pupils understand the school rules and the behaviour expected of them and they feel reassured to receive the same dialogue in regards to behaviour from every adult in school.	Every student can name core expectations. All staff have attended CPD and INSET regarding behaviour. All most challenging students are supported through high needs provision. Staff feel supported by leadership to respond effectively to any behaviour issues that arise.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD training across the academic year to raise expectations and standards in behaviour across the whole school in line with the targets set out in the SIP.</i>	When the Adults Change, Everything Changes, Paul Dix https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches	4, 3, 2, 1
<i>Staff CPD linked to Subject Leadership (Leaders to be released once a term to perform SL duties)</i>	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	2, 3, 4, 5

Use INSET allocation to improve the subject knowledge and skills of teaching assistants in phonics to raise standards in early reading.	Year one Phonics Screening Results Baseline to November 2021 - % - TBA SWINS 2021 (Dec Year 2) 83% SWINS 2022 -48% SWins 2023 - 58% SWins 2024- 85% 'The disadvantage gap in reading is around seven months' progress, which represents a widening as compared to Key Stage 1 in 2019'. (<i>Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1: Interim Paper 1 – EEF January 2021</i>)	2, 3, 5
Development of knowledge organisers for key foundation subjects to ensure teachers' knowledge and understanding of prior and future learning.	Research shows that teachers need to understand the content of what they are teaching in order to maximise opportunities to learn. Effective pedagogies involve clear thinking about longer term learning outcomes. Research from National College: Effective Pedagogy	5

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

Budgeted cost: £18605+

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional reading support for children directly in receipt of PP funding.	Pupil Premium lead monitors the termly progress made by PP children and keeps record of this in their file. Reading Comprehension Strategies Pupil premium lead is to seek training from experienced local headteacher in how to utilise Scholarpack data in order to track disadvantaged pupils effectively.	3, 5
Targeted extra phonics and English booster group for identified Year 2 children (including PP and non PP children.)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Year 1 phonics intervention daily 20 mins Year 1 phonics 84% June 2024 Year 2 phonics intervention – 1 hour 3x weekly for 4 weeks. Year 2 Phonics 2024 =- 92%% Year 2 Writing Booster group - Spring Term. Reading and writing scores for these children have improved by 23% across the Spring Terms and Summer.	3, 4, 5
Targeted speech and language intervention delivered in EYFS – Black Sheep	Research: Oral Language Interventions 20 mins 3x weekly for 12 weeks Black Sheep Programme	2, 5

<i>Implementation of structured intervention programme. Following pupil progress meetings, pupils are identified and a structured programme is put into place.</i>	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Teaching Assistant interventions Research: teaching-assistant-interventions	2, 3, 4, 5
<i>1:1 support for alternative curriculum</i>	LAC funding - Child led curriculum LAC funding - social and emotional support with curriculum adjustment	

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

Budgeted cost: £ 12,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To employ EWO in order to embed school attendance procedures.</i>	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances SWINS attendance data 2019/2020 2020/2021 National Data is stated as Autumn term 2020 All (National 95.3%) PP (National 92.2%) SEN (National 95.9%)	1, 2, 3, 4, 5
<i>To Employ SERIS worker to support children with emotional and behaviour needs.</i>	Research: Social and Emotional Learning Evidence Review.	1,2,3,4, 5
<i>CPD – Team Teach training for designated members of staff in order to use appropriate strategies to support behaviour management procedures across the whole school.</i>	Research: Improving Behaviour in Schools Research: Social and Emotional Learning Evidence Review.	4, 5
<i>Review the current CORE text and Reading for Pleasure scheme in school and evaluate the effectiveness of providing quality picture books for children to share at home with their families.</i>	<i>Reading for Pleasure – CLPE – What we Know Works – Research from the Power of Reading Project</i> <i>EEF research ‘Closing the Vocabulary Gap’ – Alex Quigley</i> Reading Comprehension Strategies	2, 5

Total budgeted cost: £ 36,300

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 2023-2024 academic year.

EYFS Expected Standard – 2024
GLD – 52%
Reading - 70%
Writing – 66%
Number – 64%
Phonics _ Year 1 – 84%
Phonics Year 2 leavers – 92%
End of Year data indicated that in the commitment to the behavioural approach needs to continue.
Phonics outcomes have improved and are now inline with national. This needs to continue to be monitored effectively to ensure this is maintained.
Effective SERIS/ EWO/ and targeted academic interventions have been documented and can be discussed through professional dialogue.

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
Success for All – phonics programme	EEF
Pathways To Write	The Literacy Company
Tutor with the Lightening squad	EEF
Spelling with Jungle Club	EEF
White Rose Maths Scheme	White Rose

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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