



Pupil premium strategy statement- Windlesham Village Infant School

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	66
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	1/9/22-31/7/25
Date this statement was published	14/12/23
Date on which it will be reviewed	12/7/24
Statement authorised by	Mrs Naomi Ezzard
Pupil premium lead	Mrs Naomi Ezzard
Governor / Trustee lead	Ms Nicola Cowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,238.33
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>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Windlesham Village Infant School, we believe that the highest possible standards can only be achieved by having the highest expectations of **all** learners. Some pupils from disadvantaged backgrounds require additional support. Therefore, we will use all the resources available to help them to reach their potential, including the Pupil Premium Grant.

High quality teaching, targeted support and wider strategies are the areas of focus.

Challenges

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

Challenge number	Detail of challenge
1	Gaps/difficulties in basic learning skills e.g. phonics, reading, number and handwriting-with an emphasis on transferring these skills to the classroom.
2	Speech and Language; limited vocabulary and expressive skills; speech delay/disorder; pupils unable to hear/say phonemes.
3	Attendance below 90%
4	Ability to complete Home Learning regularly for additional practice
5	Difficulty to engage socially or in the classroom (linked to Challenge 2).

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
Improved phonic knowledge: hearing/reading then writing specific sounds in isolation. Being able to apply this to write words.	Secure in Phonics Phase 2 (focus for Yr 1); Phase 3 (end of Yr 1); Phase 4 & 5 (Years 1 & 2)
Pupils able to hear/say phonemes accurately	Child knows and can articulate all single letter sounds; all digraphs (aspirational target); child can segment and blend CVC, CCVC, CVCC words.

Pupils able to overcome speech delay/disorder so that they can communicate clearly with a range of people	Speech Therapy and Talk activities enables the child to be understood by family, friends and adults in school, with minimal mediation/ scaffolding.
Improved handwriting	Letters are correctly formed and appropriately sized in relation to each other; legible.
Improved sentence writing.	Use of Stem Sentences and Sentence Stacking to scaffold and practice, leading to all children in Year 1 and 2 able to write clear sentences with correct punctuation.
Improved sentence reading.	ELS Reading Scheme and frequent reading in school. Use of Colourful Semantics to teach structure of simple sentences for both reading and writing.
Understanding of basic number concepts secured	Short-term targets set for intervention groups, based on individual assessments; targets met half-termly, with new targets set.
More engagement in learning and improved ability to self-regulate during the school day; use of sensory circuits, movement breaks and Emotional Literacy Support Assistant.	All children able to manage their emotions and maintain their focus during lessons, increasing their concentration and focus over time. All children able to use strategies to take turns, negotiate and face challenges.
Strong home-school links with each family, to encourage regular school attendance and learning at home.	Persistent absence kept below 10% for the whole school. ESBNA Support Plan enables pupil to transition successfully between home and school.

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: £1,194.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily Phonics lessons using Essential Letters and Sounds (includes online subscription and teaching materials) £583.50 ELS Spelling Scheme for Yr 2 £181	DfE Validated scheme: designed to teach children how to read through the act of decoding and blending . It teaches children the link between the sounds of our language (phonemes) and the written representation of these sounds (graphemes), or the spellings of the sounds contained within the English language. EEF/phonics	1
Mastering Number (fully funded)	NCETM research shows that firm foundations in the development of good number sense for all children from Reception through Year 2. Gives children fluency in calculation and a confidence and flexibility with number.	1
Talk activities in class; extending vocabulary	Evidence from EEF Early Years Toolkit; focus on linguistic aspects of communication, such as teaching and modelling vocabulary/language and collaborative talk.	2
Training £215x2=£430	Jane Considine 1-day training for 2 teachers 'Colourful Semantics' training for English Leader: funded	1

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

Budgeted cost: £15, 043.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Colourful Semantics' for writing in English lessons/intervention sessions	"Colourful Semantics: A Clinical Investigation 2011" and University of Exeter 2018. Recommended specifically to support children receiving speech therapy. From Spring 2024 it will be used particularly in Year 1, both 1:1 and in small-group work.	1
Intervention groups: handwriting, daily reading 1:1, number, precision teaching.	Small group tuition has an average impact of +4 months' additional progress over the course of a year. EEF/small-group-tuition Precision Teaching supported by Specialist Teachers for Inclusive Practice. Daily reading targets those who need daily practice and those who do not read regularly at home. EEF TA interventions	1,2,5
Speech Therapy	Pupils with Speech delay/disorder need frequent practice throughout the week with specialist staff	2, 5
Phonics intervention in all year groups	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: EEF/phonics/closing gap	1,2
Emotional Literacy Support	EEF PSED emotions and-feelings	5

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

Budgeted cost: £0 (funded by other income streams, or no cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Workshops	EEF EYFS Toolkit parental-engagement Yr R Learning approach workshop (reading; phonics; handwriting; number)	1,2
Kapow PSHE/RSE (funded by FOWVIS) Trick Box (funded by funding bid)	Related to wellbeing, self-regulation, building relationships: EEF Self-regulation strategies +3 months' learning on average.	5
Forest School (funded by Sports Premium)	Observations and Pupil/Parent Voice highlight the value felt by each class having Forest School on rotation	5, 3
Attendance: email all with attendance certificates half-termly; congratulate those with 100% each term; meetings with parents of pupils with poor attendance.	Our data shows that our pupils with poor attendance achieve less-well and have gaps in their learning.	3

Total budgeted cost: £16,238.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils: End of Year results 2023

	Expected+	Greater Depth
KS1 Reading SATS 2023 whole school WVIS Pupil Premium pupils (2)	80% 50%	27% 0%
KS1 Writing SATS 2023 whole school WVIS Pupil Premium pupils (2)	68% 50%	10% 0%
KS1 Maths SATS 2023 whole school WVIS Pupil Premium pupils (2)	76% 50%	24% 0%
KS1 Combined SATS 2023 whole school Reading, Writing, Maths WVIS Pupil Premium pupils (2)	68% 50%	7% 0%

1 child in receipt of Pupil Premium did not make Expected, but made huge progress throughout the year. The child was disapplied from completing Phonic Screening Check in 2022 and narrowly missed the threshold with a score of 31 in 2023. School has used this Case Study to review provision; positive impact of Speech Therapy and targeted support is clear.

Phonics Screening Results 2023

Year 1	85% whole cohort (75% Pupil Premium children met threshold; 4 in cohort)
Year 2 retakes	20% whole cohort of 5 pupils (1 Pupil Premium child did not meet threshold)

We are targeting Phonics Screening Retakes in Year 2; Year 2 pupils who did not meet the threshold in Year 1 2023 are getting intensive phonics intervention 1:1, or in small groups, throughout the week. Short-term targets have been set for each individual. Autumn 2 Phonics Assessment from ELS show these children have made progress from September Baseline.

	Working Towards	Met
EYFS 2023 GLD WVIS Pupil Premium pupils (1)	18% 100%	82% 0%

Whilst the 1 pupil did not meet all of the Early Learning Goals, they made good progress from baseline. A focus for this child in Year 1 is speech.

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
-	-

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We used Service Premium funding to pay towards maintaining staffing levels in a smaller class, where hours may have been cut.
The impact of that spending on service pupil premium eligible pupils
<p>Ensuring we maintain generous staff: pupil ratios, to provide additional nurture for the class.</p> <p>For 2023-34, we will use Service Premium to fund ELSA time and provide a nurture group for those pupils who qualify for Service Premium; the focus will be to build confidence and resilience.</p>