



Windlesham Village Infant School

Pupil premium strategy statement

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. We have used the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#) to guide our decisions relating to how to spend the pupil premium, within the framework set out.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 st September 2022-31 July 2025
Date this statement was published	19/7/24
Date on which it will be reviewed	15/7/24
Statement authorised by	Mrs Naomi Ezzard
Pupil premium lead	Mrs Naomi Ezzard
Governor lead	Ms Fiona Torley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,930
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£13,050

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	Difficulty to engage socially or in the classroom (linked to Challenge 2).
4	Attendance below 90%
5	Ability to complete Home Learning regularly for additional practice

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 (Yr R and Yr 1); Phase 3 (end of Yr R; Autumn Yr 1; Yr 2); Phase 4 & 5 (Years 1 & 2)
Pupils able to hear/say phonemes accurately	Child knows and can articulate all single letter sounds; all digraphs; speech clear to all
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.
Improved sentence writing and reading.	All children in Year 1 and 2 able to write clear sentences with correct punctuation; all children able to read full sentences (for Yr R, by January).

Intended outcome	Success criteria
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.

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: £1,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Daily Phonics lessons using Essential Letters and Sounds (includes CPD and teaching materials) £1,210	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, 2
Training to apply the Jane Considine schema of teaching writing (English) £430 for 2 staff in-person, £124 for 2 staff virtual	Interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Jane Considine approach encourages frequent modelling and scaffolding for writing.	1, 2
Talk activities in class	Evidence from EEF Early Years Toolkit; focus on linguistic aspects of communication, such as teaching and modelling vocabulary/language and collaborative talk.	2, 3
EYFS Early Language, Communication and Interaction (ELCi) Project (fully funded)	"Read on. Get on." <i>NLT, 2014</i> : 1 in 4 children leave primary school unable to read well. 2 in 5 children from disadvantaged backgrounds leave primary school unable to read well.	2, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language training to deliver focused SALT	EEF Early Language Development: oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	2, 3
Colourful Semantics	"Colourful Semantics: A Clinical Investigation 2011" and University of Exeter 2018. It is widely used in the UK by speech and language therapists	1, 2
'Trick Box' personal development programme (fully funded)	EEF Teaching and Learning Toolkit: effective Social and Emotional Learning can lead to learning gains of +4 months in a year.	3

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

Budgeted cost: £ 9,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Colourful Semantics' training (£0) and implementation	Recommended specifically to support children receiving speech therapy. Used particularly in Year 2, both 1:1 and in small-group work.	1, 2
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, 3, 5
Phonics intervention in Yr R and Yr 1	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	3

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

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Workshops	EEF EYFS Toolkit parental-engagement In all year groups: Spring 'Family Learning' session for each class had a reading focus and was run as a workshop, so as to equip families with the skills/practice to support reading at home better.	5, 1, 2
Kapow PSHE/RSE	Related to wellbeing, self-regulation, building relationships: EEF Self-regulation strategies +3 months' learning on average.	3
Forest School	Observations and Pupil/Parent Voice highlight the value felt by each class having Forest School on rotation	3
Attendance: email 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. This academic year, we have shared each child's attendance certificate with their parents/carers each half-term, to encourage shared responsibility/monitoring of attendance throughout the year.	4

Total budgeted cost: £11,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment of how successfully the intended outcomes of previous 3-year plan were met.

Our biggest success has been in supporting pupils to be able to hear/say phonemes clearly and accurately. All pupils who trigger the Pupil Premium Grant made good progress in phonics knowledge and their ability to blend/segment sounds in words evidenced by increased scores in termly assessments.

EYFS Good Level of Development (GLD)

83% achieved GLD at the end of EYFS, meaning 17% did not. 100% of pupils in receipt of Pupil Premium achieved GLD.

Year 1 Phonics

19 pupils in cohort; 1 pupil dis-applied. 18 pupils took the Phonics Screening Check; 5.5% of pupils did not meet the threshold.

Year 2 re-takes: 4 pupils re-took Phonics Screening Check, 0 of which triggered Pupil Premium funding; 50% met the threshold.

Yr 2 End-of-Key Stage 1 Teacher Assessment

Of the 4 Pupil Premium pupils: 75% (3 pupils) met the Expected Standard for Science; 25% (1 pupil) met the Expected Standard for Maths. 0% met the Expected Standard for Reading and Writing, but all made accelerated progress in Year 2.

Reflecting on our intended outcomes from our 3-year strategic plan, we feel we are on track to meet these by July 2025. We can see that we have embedded our teaching of Essential Letters and Sounds to improve children's understanding and ability to apply phonics in reading and writing. We believe the new Jane Considine approach to teaching English in Key Stage 1 is supporting **all** children to structure their writing well, with good support in place who find this challenging.; knowing our Pupil Premium pupils well, we feel this approach is able to target them within the context of the daily writing lesson.

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
None	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

There was 1 pupil in receipt of Service Premium last year.

The impact of that spending on service pupil premium eligible pupils

- We were able to give support to that pupil when necessary in class, to enable them to achieve their short-term targets. We have given the child and their family pastoral support when appropriate. Given there was only 1 child eligible last year, any further comment might enable the reader to identify the child, which would be inappropriate.