



Pupil premium strategy statement – Joydens Wood Infant School 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	2012
Proportion (%) of pupil premium eligible pupils	8% (17 children)
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)	2024/25-2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paul Redford
Pupil premium lead	Amy Vinton
Governor / Trustee lead	Ian Scott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£25,860

Part A: Pupil premium strategy plan

Statement of intent

Our intention for PP pupils:

- Our vision is that all pupils, irrespective of their background or the challenges they face, make at least good levels of progress and improve their attainment from their starting point across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and external agency support. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Specifically:

- To identify the needs of each of our disadvantaged pupils through clear and accurate assessment.
- To assess the children's mental, social, emotional and well-being of all pupils through the use of the Boxall Profile.
- To provide quality first teaching, bespoke intervention and additional provision for our disadvantaged children.
- To prioritise the attainment in communication and language skills as well as widening children's vocabulary through a tiered approach.
- To provide a broad and balanced curriculum which all pupils have access to.
- To build strong relationships with families to support children's attainment and attendance.
- To ensure that all children received rich learning experiences, clubs and additional trips/visits to support their learning and well-being.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use a school-based tracker that enhances our case study approach of our most vulnerable pupils

Challenges

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

Challenge number	Detail of challenge
1	As an Infant School we provide Universal Infant Free School Meals (UIFSM) for all children therefore parents do not see the benefit of completing the paperwork for receiving the Pupil Premium Funding until the children are in the Junior School.
2	Identifying and addressing the individual and specific needs of all disadvantaged pupils.
3	Our attendance data indicates that attendance among disadvantaged pupils has been significantly lower compared to non-disadvantaged pupils.
4	Addressing issues of social, emotional and mental well-being and the direct impact this has on their learning.
5	Positively affecting the need for pupils to become more self-regulated learners
6	Balancing the lack of equality of opportunity outside school through the experiences we offer through a bespoke, broad and balanced curriculum.

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
Class teachers have a good understanding of the needs of every disadvantaged pupil in their class and plan how to address these accordingly.	<ul style="list-style-type: none"> • Range of assessments to be carried out upon starting at our school including Little Wandle assessments, Baseline Assessment, Speech and Language link and social, emotional assessments. • Teachers know children's gaps in reading, writing and maths and discuss these confidently during termly Pupil Progress Meetings with

	<p>SLT. These are identified on weekly planning.</p> <ul style="list-style-type: none"> • Social and emotional needs are addressed in class-by-class teacher and LSA.
All disadvantaged pupils make at least good progress in reading, writing and maths.	<ul style="list-style-type: none"> • Data evidence a minimum of 3 steps of progress across RWM by the end of the Academic Year. • The progress of disadvantaged pupils is at least the same as the progress of non-disadvantaged pupils. • Teachers prioritise feedback to target pupils. • Quality first teaching is paramount in all classrooms to support children to make at least good progress in RWM.
Vocabulary gaps are identified and closed.	<ul style="list-style-type: none"> • Pre-teach of vocabulary is introduced to children and explained prior to providing more opportunities for children to be successful. • Vocabulary is explicitly taught through quality first teaching and is planned for by class teachers. This should be outlined on STP and MTP.
Disadvantaged pupils achieve at least 95% attendance.	<ul style="list-style-type: none"> • Family Engagement Leader has intervened where necessary to support families in ensuring children attend school regularly. Absence is closely monitored and followed up where required by the Attendance Team.

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support: Little Wandle SSP Catch up sessions, Vipers, Interventions</p> <ul style="list-style-type: none"> - Additional support in specific areas can provide children with the opportunity to close the gap between themselves and their peers. - Teacher Led Focus groups and interventions allow staff to determine specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. - Targeted interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. 	<p>'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'+ DfE guidance on systematic and synthetic phonics.</p> <p>(EEF Literacy – guide to improving the teaching and learning of literacy). Oral language approaches include explicitly extending pupil's spoken vocabulary and developing children's ability to use purposeful, curriculum focused dialogue and interaction.</p>	2, 3, 4, 5, 6
Learning Resources	<p>'EEF Guide to PP – 3 tiered approach to PP spending – targeted academic support'</p> <p>Ensuring pupils have access to the appropriate resources means they have tools to access the learning.</p>	2, 4, 5, 6
Whole school focus on explicit teaching of tier two vocabulary	<p>"EEF Guide to improving literacy in KS1". Recommendations for effective approaches for improving literacy include: a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p>	2, 4, 6.
Introduce and implement whole school approach to reading practice (Little Wandle)	<p>'EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + targeted academic support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way'+ DfE guidance on systematic and synthetic phonics.</p>	2, 3, 4, 5, 6

	(EEF Guide to Improving Literacy Skills KS1, recommendation 2). Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading.	
Boxall Profile- Pupils have improved personal, social and emotional skills evidenced by the Boxall Profile.	(EEF Life skills and enrichment). Facilitating capacity for staff to develop the Nurture provision. This is a specialised programme which uses elements of social and emotional learning, targeted at students with particular social or emotional needs. EEF Guide to PP – 3 tiered approach to PP spending – whole school CPD + education evidence social and emotional learning.	2, 4, 5, 6
Cultural Capital Opportunities <ul style="list-style-type: none"> - PP Leader will ensure that Teachers plan WOW moments and different cultural capital opportunities each term. - Parental involvement in home learning and supporting their child's learning increases and parents feel more confident in doing so. - Pupil's progress increases as a result. Pupils have access to extra-curricular lessons including sport. 	(EEF Life skills and enrichment). Addressing issues of social, emotional and mental wellbeing and their impact upon learning.	2, 4, 5, 6
Catering	'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support'. Pupils receive access to free school milk. School milk programs have played a vital role in enhancing the health and well-being of children.	1, 2, 4

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

Budgeted cost: £20,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support: Family Engagement Leader providing wellbeing support and monitoring attendance/punctuality.</p>	<p>Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5, 6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support' + 'Addressing Educational Disadvantage in Schools and Colleges The Essex Way</p>	<p>2, 3, 4.</p>
<p>After School Clubs/Holiday Clubs/Trips</p> <ul style="list-style-type: none"> - Providing children with extra-curricular activities helps to promote their social skills and contributes to improved overall well-being. <p>Uniform</p> <ul style="list-style-type: none"> - Providing support in the way of paying for school uniforms can contribute to minimising additional financial worries in the home and ensure children are not made to feel different to their peers by not having a correct/fitting uniform. 	<p>'EEF Guide to PP – 3 tiered approach to PP spending – Wider strategies to include attendance, behaviour and social and emotional support</p>	<p>1, 2, 4, 5, 6</p>

Total budgeted cost: £25,860

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Effective strategies

- Small group interventions that are carefully planned and delivered such as Little Wandle Keep Up have helped to close gaps across reading and maths for PP pupils working below age related expectations.
- As a result of very early assessment of Speech and Language and carefully planned interventions, majority of pupil premium children are making at least good progress from their individual starting points in regard to their speech and language. Pupils are increasingly able to answer in full sentences, participate in pair and group discussions and articulate their own needs to peers and adults. This has positively supported their progress and engagement across the wider curriculum. The explicit teaching (and pre-teaching) of new and key vocabulary has supported this group to access learning in lessons more readily and in addition has helped to develop their self-esteem and learning engagement.
- A focus on wellbeing (mental, social and emotional health) has remained a priority to ensure pupils feel settled and secure in school to better access learning and demonstrate effective characteristics of learning. This focus with support from the Family Engagement Leader has positively supported pupils with their social, emotional and mental wellbeing – enabling children to show increasingly developed independence, resilience and are ready to “have a go” at their learning.

Progress and Data

- Last academic year our PP children did not achieve at the expected level with 0% obtaining GLD, however children within EYFS also had other contributing factors including Special Educational Needs or English as an Additional Language. 33% passed Phonics Screening Check in Year 1 and 50% achieved the Expected Level in Maths and 33% Maths and 16.6% in Reading in Year 1. This demonstrates our outcomes for our PP children are below Kent and the National outcome for disadvantaged children. There is going to be further support Academically next Academic Year to target progression and outcomes within Reading, Writing and Maths.

FSP Trends - All Pupils and FSM Ever Pupils Attainment

*DFE published ** Emerging National

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM		All	FSM	All	FSM	
% Good Level of Development	78.6	50.0	68.3	51.9	67.2	59.7	0.0	67.8	48.7	67.8
% Expected Standard Literacy Goals	85.7	50.0	70.8	54.8	69.7	59.7	0.0	70.2	51.1	70.1
% Expected Standard Mathematics Goals	92.9	50.0	79.2	65.1	77.1	70.8	66.7	77.9	62.2	77.1

Phonics Trends - All Pupils and FSM Ever Pupils Attainment

*DFE published ** Emerging National

	2023					2024				
	School		Kent		National*	School		Kent		National**
	All	FSM	All	FSM		All	FSM	All	FSM	
% 32+ - Year 1	84.0	100.0	77	59.4	79	78.8	25.0	78.6	63.2	80.2
Number of Year 2 Retakes	22					19				
% 32+ - Year 2	72.7	50.0	56.5	50.3	58.7	57.9	0.0	52.1	45.3	54.6