

Pupil premium strategy statement – Shinfield Infant and Nursery School

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
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils EYPP recipient	9% (28 pupils) (10 pupils)
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)	2024-2025 This is the first year of this 3-year strategic plan.
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Nicky Lauchlan
Pupil premium lead	Claire Summers
Governor / Trustee lead	Alan Milson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,025
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£41,025

Part A: Pupil premium strategy plan

Statement of intent

At Shinfield Infant and Nursery School we have children who love to learn and staff who love to teach. We aim to develop and nurture skills for positive life-long learning through encouraging independence, resilience and challenge. All children in our school need to feel that sense of belonging. Children, families and staff are at the heart of all we do and building relationships is key in our school.

Our curriculum has powerful knowledge at the heart of it. Through our curriculum we aim to provide the knowledge, skills, experiences and opportunities to create a level playing field and improve the life chances of all our educationally disadvantaged pupils. The wellbeing of all our children, their oracy skills and the early and effective teaching of reading are our absolute priorities.

At Shinfield, we have an inclusive ethos. There is shared understanding about having ambition for all pupils and staff understand the important role they play in addressing educational disadvantage.

The key principles of our strategy:

- Promote an ethos of attainment for all
- Quality first teaching, with staff supported by strong CPD
- Individualised approach to address barriers within each class setting with support from our SENCo when necessary. Class teachers are responsible for tracking the attainment and progress of all children and adopting individualised approaches where necessary
- A focus on outcomes for individuals – rather than on just providing strategies
- Decisions are based on diagnostic assessment data and respond to evidence which is analysed half termly to identify challenges
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment lies with all staff.

Our strategy adopts the EEF tiered model that focuses upon high-quality teaching, targeted academic support and wider strategies to aid our school improvement planning efforts for all children. The tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils.



Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Observations and discussions with some of our families with persistent absence data have highlighted complex family circumstances that require bespoke interventions to support social, emotional and mental health for both pupils and parents for attendance to improve.</p> <p>Low attendance means pupils miss lessons and key learning. They are therefore falling behind their peers and are experiencing an increasing sense of disengagement with school.</p>
2	<p>Narrowing the attainment gap across reading and writing in particular. Internal assessments, discussions with pupils and observations indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Assessments, observations, and discussions with pupils suggest pupils generally have greater difficulties with fluency/decoding skills preventing them from reading with sufficient fluency and understanding. These pupils also struggle with spelling.</p>
3	<p>Narrowing the attainment gap for GLD in EYFS for our disadvantaged pupils. Assessment shows that many of these children enter nursery and reception with lower starting points compared to peers and struggle to reach GLD at the end of reception, particularly in fine motor skills, reading and writing.</p>
4	<p>Underlying vulnerabilities of children who are double or triple disadvantaged.</p>

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
<p>Attendance of disadvantaged pupils to improve.</p> <p>Pupils with persistent absence are appropriately supported to improve attendance.</p>	<p>Attendance of disadvantaged pupils is at least 95%.</p> <p>Rigorous attendance monitoring and early intervention that might include offering bespoke support for pupils and families who are persistently absent is embedded.</p> <p>Attendance of disadvantaged pupils is at least 95%.</p> <p>Rigorous attendance monitoring and early intervention that might include offering bespoke support for pupils and families who are persistently absent is embedded.</p>
<p>Improvement in attainment of disadvantaged children in reading, writing and maths at the end of KS1.</p>	<p>Attainment data at the end of KS1 shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in reading and writing.</p>

Improvement in attainment of GLD at the end of reception for disadvantaged children	Attainment data at the end of EYFS shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in reading and writing.
Focus and awareness of disadvantaged children by class teachers and TAs. Targeted support for those not on track to reach the expected standard in reading.	Class teachers ensure PP children are given appropriate support in lessons and are targeted in lessons with questioning and are given timely oral feedback within lessons. Those who are not on track to achieve the expected standard in reading are offered a before school 'book and breakfast' intervention.

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: £ 28,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Impact Ed research is used to train staff on the key preventative measures that they can take to build a supportive school culture around attendance.	Impact Education Understanding Attendance - A national project helping schools and Trusts to identify the underlying drivers of pupil absence in their settings, supporting them to assess the impact of their interventions.	1
Curriculum Pedagogy – A common language for teaching is used by all staff. Deputy head to lead staff CPD on each of the '5 a-day approaches' with a particular focus on scaffolding.	EEF suggests a 'Five-A-Day approach as a starting point for classroom teaching for all pupils, they are particularly well evidenced to have a positive impact on the outcomes of all pupils.	2,3,4
A focus on spoken language and verbal interaction in the classroom, particularly in EYFS	A focus on Oral language is based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary,	2,3,4

<ul style="list-style-type: none"> targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary the use of structured questioning to develop reading comprehension the use of purposeful, curriculum-focused, dialogue and interaction. 	<p>articulation of ideas and spoken expression.</p> <p>EEF Oral language Interventions +6 months progress</p> <p>EEF Early Years toolkit: Communication and language approaches +7 months impact</p> <p>Oracy or speaking and listening activities refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p>	
<p>Teachers provide pupils with 'in the moment' clear and actionable feedback as this information informs their understanding of their specific strengths and areas for improvement.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>EEF Feedback +6 months progress</p>	2,3,4
<p>Pupils learn a range of techniques which enable them to comprehend the meaning of what they read through group reading sessions that focus on comprehension.</p> <p>In addition, in Year 2 whole class reading lessons allow children to practice these skills in pairs.</p> <p>Reading opportunities are embedded into lessons across the curriculum.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Teaching and learning toolkit</p>	2,3,4
<p>Daily 'Fingers and Thumbs' activities in Reception to support development of fine motor skills.</p>	<p>EEF Early Years toolkit: Physical Development approaches + 5months progress</p> <p>Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development, e.g. fine motor skills related to writing</p>	2,3,4

<p>Fine motor skill intervention groups in Nursery.</p> <p>All EYFS classrooms and outdoor areas have quality writing areas and resources that will encourage all children to mark make and write. Progression in writing provision ensures that resources are appropriate for pupils' developmental writing stage,</p> <p>Implementation of a handwriting scheme across school – Nelson Handwriting</p>	<p>Nelson Handwriting is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet higher curriculum expectations. In EYFS, children are supported from the earliest stages of learning to write</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 4,102

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one reading support offered to all children not expected to reach the expected year group standard in our before school 'book and breakfast' club.</p>	<p>EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>2,3,4</p>
<p>Children not on track to meet end of Phonics phase expectations to be offered 'keep-up catch-up sessions' and/or rapid catch-up sessions.</p>	<p>EEF teaching and learning toolkit Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>2,3,4</p>
<p>Targeted deployment of teaching assistants to deliver interventions to small groups of identified</p>	<p>EEF teaching and learning toolkit Positive effects have been found in studies where teaching assistants deliver</p>	<p>2,3,4</p>

pupils in reading, writing or maths.	high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching. The average impact of the deployment of teaching assistants is about an additional four months' progress	
Oral language interventions for Nursery -speech and language -listening	EEF Early Years toolkit: Communication and language approaches +7 months impact Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.	2,3,4
Elkan Speech and language programme in Reception, Year 1 and 2 to identify and then support through targeted interventions, children with speech and language difficulties. All children will be screened on entry into reception for speech and language difficulties	EEF toolkit: Oral Language Interventions + 6 months EEF Early Years toolkit: Communication and language approaches +6 months impact	2,3,4

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

Budgeted cost: £ 8, 205

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT to hold regular meetings with parents and pupils with persistent	Impact Education Understanding Attendance - national project	1

absence to identify barriers to attendance and to agree a programme of support		
<p>PP pupils feel a secure sense of belonging by:</p> <ul style="list-style-type: none"> • having positive interactions with all staff, with daily check-ins by class teachers and TAs • trusted adults available to support pupils in having a positive start to the day – this might involve a ‘soft start’ for some pupils. • having access to ‘Explorers Club’ where they can work with a • range of staff across school and be offered enrichment opportunities • EYPP pupils to have access to a free hours lunch club where they have an adult per table to share structured talk and modelled behaviours, plus a nutritional meal each. 	<p>EEF Social and Emotional learning</p> <p>The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Impact Education Understanding Attendance - national project</p>	1,3,4
Mental health and well-being of disadvantaged pupils is supported through nurture sessions and/or Wave Ranger project work.	<p>Sport England 2022</p> <p>“Young people have reported an improvement across wellbeing outcomes for happiness, life satisfaction, confidence and their ability to achieve goals and they have reported a greater sense of belonging in their neighbourhood and social trust”</p>	1,2,3,4
Relax Kids weekly sessions for all pupils to support children with	Mental wellbeing benefits:	1,2,3,4

<p>self-regulation, emotional health and well-being</p>	<p>Improves clarity in thinking and perception</p> <p>Sharpens concentration and focus</p> <p>Improves memory retention</p> <p>Reduces stress and tension</p> <p>Increases positive thinking</p> <p>Stimulates imagination and creativity</p> <p>Emotional wellbeing benefits:</p> <p>Lowers anxiety levels</p> <p>Develops self confidence</p> <p>Promotes positivity and self esteem</p> <p>Increases emotional literacy</p> <p>Builds emotional resilience</p> <p>Provides tools to cope with stress</p> <p>Increases happiness and optimism</p> <p>Helps connection and social interaction</p>	
<p>All PP pupils to be offered funded access to a music or sport extra-curricular club.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>There are financial barriers for pupils from deprived backgrounds accessing these enrichment clubs in our school.</p>	<p>1,2,3,4</p>
<p>All PP pupils to have funded access to PPA charged events e.g. school disco, fairs, Mother's Day gift fairs, Christmas fair.</p> <p>PP children will have access to our book fairs and be able to select books for home.</p> <p>EYPP pupils moving from nursery into school will be given school uniform.</p>	<p>There are financial barriers for pupils from deprived backgrounds accessing these events in our school. These activities ensure they can access these events in line with their non-disadvantaged peers.</p>	<p>1,2,3,4</p>

Total budgeted cost: £ 41,025

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome: At least good progress from starting points for all children in reading, writing and maths.

Success Criteria: Data indicates at least good progress in every year from EYFS to end of KS1

Progress data in KS1 is strong. All disadvantaged pupils have made expected or above progress in writing.

Year 1	Below expected progress	Expected progress	Above expected progress
Reading	9% (1)	45.5% (7)	36% (5)
Writing		36% (4)	63.6% (7)
Maths	9% (1)	36% (5)	36% (5)

Year 2	Below expected progress	Expected progress	Above expected progress
Reading	25% (2)	62.5% (5)	12.5% (1)
Writing		75% (6)	25% (2)
Maths		50% (4)	50% (4)

Intended Outcome: Improvement in attainment of disadvantaged children in reading, writing and maths at the end of KS1.

Success Criteria: Attainment data at the end of KS1 shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in reading and writing.

In line with the picture seen in our school and in Wokingham, narrowing the attainment gap continues to be a challenge. The gap narrowed most significantly in writing due to the modelling and structured support evidenced in writing lessons. Unit plans were adapted to the needs of the class or cohort based on rigorous assessment for learning and teachers prepare children for writing by better modelling of the ideas, grammar or techniques of writing.

End of KS1 (Year 2) Outcomes 2023-2024

% of year group in receipt of PPG	% of PPG who met expected standard in reading	% of PPG who met expected standard in writing	% of PPG who met expected standard in maths
7% (8)	50%	50%	62.5%
All Pupils	80%	62.1%	81.1%

Year 1 Phonics Screening check 2024

% of PPG meeting the expected standard	72.7% (8 out of 11)
All pupils	84.1%

PHONICS OUTCOMES – YEAR 1 PUPILS

	All National	All Wokingham	Disadv National	Disadv Wokingham (178 pupils)	Not Disadv National	Not Disadv Wokingham
Working At %	80 (79) (76) (82)	87 (87) (82) (84)	68 (66) (62.5) (71)	63.5 (68) (60) (64)	84 (83) (79) (84)	89 (89) (84) (86)

- Outcomes for All pupils are in line with 2023 outcomes, nationally and in Wokingham. **The Wokingham outcome for All pupils remains above the pre-pandemic outcome.**
- The outcome for Disadvantaged pupils nationally has slightly increased; **the Wokingham outcome for Disadvantaged pupils is lower than in 2023, and below national.** (Wokingham Disadvantaged outcome in 2023 was in line with national.)
- Outcomes for Not Disadvantaged pupils are in line with 2023 outcomes, nationally and in Wokingham.
- **The Wokingham Disadvantaged gap is 25.5% compared to a 21% gap in 2023.** The national gap is 16%, as it was in 2023.

Phonics outcomes for all pupils in our school are above National but slightly below Wokingham.

Phonics outcomes for disadvantaged pupils at our school are above National and above Wokingham.

End of EYFS Outcomes 2023-2024

% of year group in	% who achieved	% who achieved	% who achieved ELG	% who achieved	% who achieved

<u>receipt of PPG</u>	ELG in listening and attention	ELG in speaking	in reading comprehension	ELG in word reading	ELG in writing
11% (8)	90%	90%	80%	60%	60%
All Pupils	85.6%	87.8%	86.7%	80%	75.6%

EYFS OUTCOMES – AREAS OF LEARNING

	All National	All Wokingham	Disadv National	Disadv Wokingham	Not Disadv National	Not Disadv Wokingham
Comm and lang	79 (80) (80)	85 (86) (87)	69 (69) (69)	79 (69) (74)	81 (82) (82)	86 (88) (88)
PSE development	83 (83) (83)	86 (88) (89)	73 (74) (74)	80 (70) (77)	85 (85) (85)	88 (89) (90)
Phy development	85 (85) (85)	90 (90) (90)	76 (76) (76)	79 (74) (78)	86 (87) (87)	90 (91) (91)
Literacy	70 (70) (68)	78 (78) (76)	54 (55) (52)	58 (49) (51)	73 (72) (71)	79 (80) (78)
Maths	77 (77) (76)	83 (85) (83)	63 (64) (62)	65 (62) (64)	79 (80) (79)	85 (86) (84)
Und the world	80 (80) (80)	87 (87) (89)	69 (69) (68)	79 (69) (75)	82 (82) (82)	87 (89) (90)
Arts and design	85 (85) (85)	91 (91) (91)	76 (77) (76)	82 (81) (84)	86 (87) (86)	91 (92) (92)

- **Wokingham outcomes for Disadvantaged pupils for all areas of learning are above national** (unlike in 2023).
- The biggest gaps in Wokingham are for literacy where there is a 21% gap between outcomes for Disadvantaged and Not disadvantaged children, and for maths (20% gap).
- **Wokingham disadvantaged outcomes are significantly improved on 2023 outcomes (and stronger than 2022 outcomes);** Wokingham outcomes for Not Disadvantaged pupils are very slightly below 2023 outcomes.

EYFS – GLD

All National	All Wokingham	Disadv National	Disadv Wokingham (130 pupils)	Not Disadv National	Not Disadv Wokingham
67.7 (67.2) (65.2)	75.4 (73.9) (73.1)	51.9 (52) (49.4)	54.6 (46.1) (48.8)	70.4 (69.9) (68.1)	76.7 (76.7) (75)

- **The Wokingham outcome for All pupils improved more compared to 2023 than outcomes for All pupils nationally.**
- **The Wokingham outcome for Disadvantaged pupils improved significantly compared to 2023 and is now stronger than national.** The Wokingham outcome for Not Disadvantaged pupils remained the same as in 2023.
- The Wokingham Disadvantaged gap is 22.1%, compared to the national gap of 18.5%.
- **The Wokingham gap has closed by 8.5% compared to 2023, and is smaller than in 2022.**

GLD outcomes for all pupils at our school were above National and broadly in line with Wokingham.

GLD outcome for disadvantaged pupils at our school were above National National and above Wokingham.

Intended Outcome: Improvement in attainment of GLD at the end of reception for disadvantaged children.

Success Criteria. Attainment data at the end of EYFS shows a narrower/narrowing gap in attainment for disadvantaged and non-disadvantaged pupils, particularly in communication and language and reading and writing.

Data indicates that the gap is narrowing in the Early Years, the gap continues to be the largest in reading and writing. The gap between disadvantaged and non-disadvantaged has narrowed significantly from the previous academic.

Intended Outcome: Regular Reading at home to improve reading fluency.

Success Criteria: Children develop a love of reading and strong home learning routines are established.

Regular reading at home is inconsistent amongst our disadvantaged families. Family circumstances have meant that some parents feel unable to support their child with reading at home.

Intended Outcome: Focus and awareness of disadvantaged children by class teachers and TAs, with regular structured conversations taking place with parents/carers.

Success Criteria: High engagement in parents evening. At least half termly meetings with parents to support progress and attainment and with understanding how to support children at home. Class teachers ensure PP children are given appropriate support in lessons and are targeted in lessons with questioning and are given timely oral feedback within lessons.

There was 100% engagement with our PP families at parents evening. Where parents did not attend appointments, teachers followed this up and re-arranged an alternative time. Teachers discussed the importance of regular attendance at these meetings and gave clear attainment data alongside ideas of how to support at home. During lesson observations and learning walks teachers were noted supporting PP pupils appropriately and were continuing to develop their skills in giving timely oral feedback within lessons.

Intended Outcome: Attendance and punctuality gap of disadvantaged children and non-disadvantaged children to reduce.

Success Criteria: Attendance of disadvantaged pupils is at least 95%.

All pupils

Year Group	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks	Persistent Absentees
Foundation 2 (2023/2024)	92.8%	6.2%	1.0%	17.0%
Year 1 (2023/2024)	93.6%	5.0%	1.4%	18.9%
Foundation 1 (2023/2024)	95.0%	3.6%	1.4%	11.9%
Year 2 (2023/2024)	95.2%	3.8%	0.9%	6.6%

Pupils in receipt of PP

Year Group	Present R/C: Marks	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks	Persistent Absentees
Foundation 2 (2023/2024)	89.4%	8.3%	2.3%	30.0%
Year 1 (2023/2024)	90.1%	6.9%	3.0%	45.5%
Year 2 (2023/2024)	95.2%	4.3%	0.5%	0.0%

Attendance for all pupils continues to be a school priority. Attendance for our PP children differs across year groups. Year 2 PP children had better attendance than all pupils last academic year but the persistent absence of PP children in Year 1 and Reception continues to be a focus with these families being offered a bespoke programme of help and support to improve attendance.

Wider strategies linked to pupil well-being have been very successful this past academic year. The launch of Explorers Club for our PP children supported these children by giving them enrichment experiences and helped support a sense of belonging. The club enabled pupils to build stronger relationships with staff and to connect with others.

The Wave Rangers project was introduced towards the end of the academic year, and this is having a positive impact on those PP children who attend. The project supports pupils who are struggling with their social, emotional or mental health.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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