

Pupil premium strategy statement 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
School name	Tottenham Infant School
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2027 Current year 2024-25
Date this statement was published	July 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Sian Mainwaring
Pupil premium lead	Sian Mainwaring
Governor / Trustee lead	Sandra Delapenha

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88000
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	£88000

Part A: Pupil premium strategy plan

Statement of intent

Supporting our pupils

Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups. As a school we consistently track all groups of pupils to ensure that they make good or better progress. Through quality first teaching and targeted interventions we are working to eliminate barriers to learning and progress.

For new entrants that start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. Our FSM pupils do well in our school showing the positive impact of the additional funding.

Funding has been ring fenced and used to benefit all pupil premium pupils. We ensure that we track PP pupil's achievements and that all staff know which pupils need additional support to either support or extend their learning. We also identify most able PP pupils.

This has meant making informed decisions about spending such as:

- Ensuring that spending is directly linked to differences in achievement
- Making use of our own data to set interventions
- Making sure there is at least good teaching daily
- Ensuring we deliver a robust systematic synthetic phonic programme
- Supporting pupil's home learning

Pupil Premium 2024-25 **£88000**

Pupil Premium/ Recovery premium spending 2023-2024 **£86573**

Pupil Premium spending 2022-2023 **£82408**

Pupil Premium spending 2021-2022 **£70870**

The attached Pupil Premium Strategy Statement includes the details of how we are improving outcomes for PP pupils. The statement also reviews expenditure and the impact of this for 2023-24.

Challenges

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

Challenge number	Detail of challenge
1	Low levels on entry of PP pupils particularly in communication & understanding, literacy and language
2	Pupils entering school with limited English/no English (75% EAL pupils)
3	Parental lack of engagement / understanding, especially linked to attendance
4	Temporary accommodation
5	Ensuring staff use evidence –based whole class teaching interventions consistently.

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
PP pupils achieve expected or better outcomes in KS 1 assessment in Reading, Writing & Maths	Pupils achieve expected outcome - Data 2025
PP pupils achieve national average expected standard in Phonic Screening Check	Pupils pass Year 1 phonic test June 2025
Attendance of PP pupils improves	Improve attendance of disadvantaged pupils to 95%
Improved parental engagement	Pupils achieve expected outcome - Data 2025

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: **£36700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have received training to deliver phonics scheme effectively. Train new members of staff.	EEF state that a systematic phonic programme can have a positive impact (+5 months) as an important component in the development of early reading.	5
Create a positive reading culture across all curriculum areas.	EEF confirms that reading a book with rich opportunities for discussion is a vital step in supporting the children's language and communication skills.	1,2, 3 & 4
Ensuring staff use evidence –based whole class teaching interventions - Tales Toolkit	Interactive, child-led storytelling toolkit for schools transforming everyday situations into imaginative worlds.	1,2, 3 & 5

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

Budgeted cost: **£44460**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use systematic phonic programme to ensure the proportion of pupils reaching the expected standards in the Year 1 phonics screening check is closer to national averages (Little Wandle Catch up)	Literacy specialists from English Hubs conclude that evidence shows that learning is most effective when children are taught by sticking to a particular programme.	1, 2 & 3
To support Home	EEF evidence suggests parents play	3 & 4

Learning through ICT e.g. Mathletics	a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	
To support language development for EAL learners- ELKLAN	Elklan acknowledges that many children with speech, language and communication needs will need support from adults in school. Elklan 'are about changing the way people engage with children and young people so that they can achieve their fullest'. Elklan provides education practitioners with tips and techniques for supporting the progress of speech, language and communication in pupils.	1 & 2
To support language development for SEND pupils	Language and Communication Progression Tools covering ages 4-10, support staff in identifying children who may be struggling to develop their speech, language and communication skills.	1& 2

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

Budgeted cost: **£6840**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to support parents to understand the need for improved school attendance.	Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a report published by the Department for Education (24 March 2016).	3 & 4
To deliver a programme of enrichment opportunities	EEF states that all children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils' attainment	3 & 4
Coffee mornings for parents/carers to support home learning e.g. Mathletics, phonics	EEF findings show that parental engagement has a positive impact on average of 4 months' additional progress.	3 & 4
To support pupil well-being through Zones of	The social / emotional strategies develop awareness of feelings, energy and alertness	5

Regulation Programme	levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.	
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Total budgeted cost: £88,000

Contingency: £ 0

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 to 2024 academic year.

2023-2024

Improved reading skills for PP pupils – Broadly in line with cohort (63% ARE or better)

Improved phonic outcomes for PP pupils – Broadly in line with cohort (76%)

Improved writing skills for all PP pupils (particularly boys) – Just below cohort – focus 2024-25

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
Little Wandle	Collins
Speech, Language and Communication Progression Tool Kit	I can charity
Zones of Regulation	Leah M Kuypers