

# Pupil Premium Strategy Statement 2024-2027

## Askern Littlemoor Infant Academy



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. We are in the first year of our three- year Pupil Premium Strategy.

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	Askern Littlemoor Infant Academy
Number of pupils in school (including Nursery)	176
Proportion (%) of pupil premium eligible pupils	32%
Academic years that our current pupil premium strategy plan covers	2024/2025 to the end of 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Carol Ann Turner Executive Head teacher
Pupil Premium Lead	Katy Eades
Governor/Trustee Lead	Tony Mulvey

### Funding overview

Pupil Premium funding allocation for this academic year	£65,120
Pupil Premium funding allocation carried forward from previous years	£0

## **Pupil Premium Strategy Plan**

### **Statement of intent**

At Askern Littlemoor Infant Academy, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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 also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Given the high levels of deprivation in the locality (Indices of Multiple Deprivation is 42.9 and most pupils live in the top 10% most deprived areas in Doncaster), we recognise that not all socially disadvantaged pupils qualify or are registered for Free School Meals and we therefore strive to remove educational inequality for all children.

The school uses the grant to support disadvantaged pupils, which comprise pupils with a range of different abilities, to diminish the difference between disadvantaged children and their peers. We prioritise building on our children's actual starting points and secure prior learning when designing our curriculum, school development plan and pupil premium strategy. All three of these plans echo each other and lie at the heart of our provision.

Evidence-based research is used to inform our decisions on pupil premium spending, with the Education Endowment Foundation's research and resources helping to formulate our decisions. We also respond to the specific needs of our children and cohorts, learning from what works effectively in our school.

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.

We provide targeted support in phonics and reading to improve vocabulary, language and oracy skills which impact upon all other areas of the curriculum. We also provide targeted support in SEMH and strive to provide a range of wider opportunities through our Aspire curriculum to give children the very best start in life and promote cultural capital for all.

## Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. This is more evident in early reading and writing.
2	Poor oral language skills (oracy), which includes speech and language difficulties and a lack of exposure to a range of vocabulary.
3	Attendance is a barrier to learning, especially persistent absence. Poor attendance (including punctuality) of children in receipt of Pupil Premium funding impacts on overall attainment.
4	Pupils have limited opportunity for education at home and in their community. Lack of reading practice in the home is evident. After-school clubs have a lower percentage of pupil premium children attending than non-pupil premium children.
5	Some pupil premium children need show weakness in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They struggle with metacognition and the ability to self-regulate.

## 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>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum especially in reading, writing and maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children</p>	<p>Children who have fallen behind are supported and tracked closely to ensure they are making expected progress or exceed prior attainment standards.</p> <p>Children who need to make more rapid progress, particularly in early reading, receive targeted intervention which is monitored by school leaders.</p> <p>Additional intervention sessions take place based on gaps in learning, including after-school booster sessions for early reading and reference to previous data.</p> <p>Provision is made by class teachers for disadvantaged children to complete their homework during lunchtime.</p>

<p>Improved oral language skills and vocabulary among disadvantaged pupils, which impacts on reading and writing standards.</p> <p>A reading culture is in place that ensures all children read regularly and a love for books is developed.</p> <p>Children are confident and able to speak well to a range of audiences and for different purposes.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Increased % of pupils meeting the standard of the Phonics Screening Test. Aspirational target of 95%.</p> <p>Increased % of pupils who can read fluently and accurately – measured by % of pupils reaching ELG in YR and ARE in Y1 and Y2.</p> <p>Quality of teaching improves with learning walks confirming that all pupils are exposed to Tier 1, 2 and 3 vocabularies throughout the curriculum.</p> <p>Targeted pupils receive additional speech and language intervention.</p> <p>Parents are engaged in the development of their child’s speech and language.</p> <p>Numbers of children requiring additional phonics reducing over time/in different year groups.</p> <p>The gap in progress and attainments between pupil premium and non-pupil premium children is narrowed with disadvantaged children making at least expected progress from their individual starting points in phonics and reading, and an increased % of PP children working at age related and above in these areas.</p> <p>Teacher assessment shows that children are gaining knowledge of the vocabulary expected of them across the curriculum.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>Decrease in pupil absence year on year</p> <p>Decrease in PA year on year</p> <p>Families are supported in resolving any issues which impact on a pupil’s attendance.</p> <p>Poor attendance does not impact on pupil progress and attainment</p> <p>All disadvantaged children will match or exceed national averages for attendance and persistent absence.</p> <p>Monitoring of attendance by the Attendance officer, SENDCo, Pastoral Lead and SLT</p>

	brings about increase in PP attendance and decrease in being persistently absent.
<p>All children have the opportunity for further education within the home and beyond the school.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum.</p> <p>All pupils are exposed to a breadth of experiences that allow them to contextualise their learning.</p>	<p>Parents and carers feel confident in supporting pupils' progress at home.</p> <p>Home learning, reading and access to TT Rockstars is available at lunchtime so children have access to the internet and devices.</p> <p>All children have access to Seesaw at home, with teachers supporting parents to access this app.</p> <p>A consistent approach to promoting reading at home has raised the profile of reading and as a result, more pupils now read at home. Parents receive regular QR codes which enable them to access phonics sessions to show their children.</p> <p>Children have regular opportunities to change their home reading and library book.</p> <p>Assessment of skills and knowledge against our curriculum shows that children are provided with exciting and varied experiences.</p> <p>Teachers and support staff plan a range of visits.</p> <p>Children will be exposed to a range of social, cultural, enrichment and sporting activities within and outside of the school day.</p> <p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
<p>All pupils will have positive attitudes to learning, displaying good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</p>	<p>Children know and understand the behaviours promoted as part of the school learning pedagogy and behaviour policy.</p> <p>Monitoring tasks, such as learning walks and discussions with children show that they have age-appropriate are encouraged to be independent by all staff.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p>

## 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: £50, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Role of Pupil Premium Lead	Evidence from educational endowment foundation <b><i>'The guide to pupil premium: A tiered approach to spending'</i></b>	All
Training of support staff-coaching both internal and external.  Refresher training CPD for all staff teaching phonics using RWInc trainer and Phonics Lead.	Evidence from educational endowment foundation publications: <b><i>'The guide to pupil premium: A tiered approach to spending'</i></b> <b><i>'Making Best Use of Teaching Assistants'</i></b>	All
Continued investment in our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  Phonics lead and key TAs working throughout KS1 to deliver small intervention groups providing targeted support for all children who are below standard in reading.  Daily timetabled teaching of RWInc in EYFS/KS1.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	All
Purchase of additional phonics resources.	Evidence from educational endowment foundation <b><i>'The guide to pupil premium: A tiered approach to spending'</i></b>	1 & 2

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

Budgeted cost: £9,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support for children in foundation requiring intervention, including explicitly extending pupils' spoken vocabulary.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2
EALIP implemented to develop early language, including the ability to speak in simple sentences.	Evidence from educational endowment foundation <b><i>'The guide to pupil premium: A tiered approach to spending'</i></b>	1,2
Targeted reading aloud and book discussion with our young children.	Evidence from educational endowment foundation <b><i>'The guide to pupil premium: A tiered approach to spending'</i></b>	1,2
Key Adults and those that work with the most vulnerable pupils are supported within their role by the SENCo.	EEF toolkit states social and emotional strategies has a +4 month impact on disadvantaged pupils. EEF Guidance Report Improving Social and Emotional Learning in Primary Schools states that SEL skills should be modelled and taught explicitly. The Guidance report also states that SEL skills should be reinforced through a whole-school ethos and activities.	1,2,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Trained teaching assistants have daily intervention timetables working throughout F2 and KS1.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1,2

	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Campsmount PE coaches and coach from Fit2Play provide additional sporting opportunities within all year groups.</p> <p>PSHCE leads to deliver CPD in Jigsaw to enable teachers to model resilience and positive learner behaviours; thinking out loud, modelling and class discussions</p>	<p><b>Sutton Trust: Parent Power 'Parents</b></p> <p>From all socioeconomic backgrounds want to do the best for their children. However, it is clear that parents from higher socioeconomic groups have considerably greater financial and cultural resources with which to do so. Findings in this report demonstrate that the decisions, advice and support parents can give their children are heavily stratified along socioeconomic lines; limiting the ability of parents without money, networks or knowledge to give their children the best possible chance of succeeding in the educational system through access to extra-curricular activities and cultural visits.'</p>	2

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

Budgeted cost: £5,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular monitoring of pupil premium attendance by Admin Attendance Lead, SLT and Pupil Premium Lead.</p> <p>Clear system for monitoring attendance. Escalation procedures initiated proactively e.g meetings with Pupil Premium Lead and Attendance Lead (Letter 1, Letter 2, home visits etc.)</p> <p>Meetings are held and measures are implemented to support families and improve attendance of pupils in a timely and effective manner with pastoral lead and SLT.</p>	<p>For the most vulnerable pupils, regular attendance is an important protective factor and the best opportunity for needs to be identified and support provided.</p>	3

Mental health leads- leading on pastoral interventions for pupils	Evidence from educational endowment foundation- Teaching and learning toolkit. Social and emotional learning- +4months	All
Strive to ensure even hard to reach families are engaging and talk to parents who are less involved about what support they would find helpful. Arranging parent assemblies and workshops. Offer carefully selected books plus advice and support for early reading. Deliver school CPD on parental engagement.	Research from the EEF Guidance Report: Parental Engagement explains that effective plans and communication systems with parents can be effective for improving attainment and attendance.	5
Trips and visits for a range of experiences within and beyond school which enhance and broaden the curriculum for our children. Deliver 'bucketlist' experiences as devised by the staff to extend the experiences of our children, improve attitudes to learning and promote language development	"It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds." (Chief Inspector of OFSTED- Nov 2017)	All

**Total Budgeted Cost: £65, 120**

## **Part B: Review of the previous academic year (2023-2024)**

### **Outcomes for disadvantaged pupils**

Please see our 2023-2024 Impact Report.

## **Further information**

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.