



Pupil Premium and Recovery Premium Strategy Statement 2024 - 2025

What is Pupil Premium?

Pupil Premium is paid by a specific government grant calculated from school census data for pupils registered as:

- Eligible for Free School Meals including 'Ever 6' children. (These are children who have been eligible for Free School Meals at any point in the previous 6 years). £ 1,480 per child
- Looked after Children - £ 2,570 per child
- Previously Looked after Children - £ 2,570 per child
- Children whose parents are serving in the armed forces - £335 per child

In 2014 Universal Free School Meals were introduced across the country, entitling all school children up to the age of 7 to free school meals every-day. Pupil Premium Free School Meal grants continue to be based on the original income based Free School Meal criteria. This relies upon parents registering for Free School Meals with Stockport Council.

It is additional to main school funding and is used by school to address any underlying inequalities between eligible children and others by ensuring that the funding reaches the pupils who need it most.

Schools do not have to spend Pupil Premium solely to benefit eligible pupils, directing it to wherever there is greatest need.

This statement details our 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 (without nursery)	233
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers	September 2024 – September 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Yvonne Dobson
Pupil Premium Lead Pupil Premium Champion	Yvonne Dobson Louise Barrie
Governor	Steven Hurst

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,590
Total budget for this academic year	£33,590

Part A: Strategy plan

Statement of intent

At Great Moor Infant School we have high expectations for all children in our school, and believe that with quality first teaching, highly effective engagement with parents and an adaptive approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not restricted to children eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating Pupil Premium funds. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Great Moor Infant School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive appropriate adaptive teaching which is at least good in every lesson and that disadvantaged children do not fall behind their peers with similar starting points. Funding is allocated within the school budget by financial year. The budget enables us to

plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we analyse data thoroughly, have made use of a range of research and established successful schemes. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a “passion for learning” and acquire skills and abilities, fulfilling their potential whilst preparing them for their next steps.

Challenges

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

Challenge number	Detail of challenge
1	<p>Of the Pupil Premium children in EYFS all are making good progress. It is predicted that they will not achieve GLD.</p> <p>Of the Pupil Premium children year 1 in September 2024, all are predicted to be below or emerging in reading and writing. 50% are predicted to meet in maths.</p> <p>Of the 6 Pupil Premium children in year 2, 50% are predicted to meet in maths and 25% in reading and writing. Other children are predicted to be emerging.</p>
2	<p>Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge.</p> <p>50% Pupil Premium children are also identified as having SEND 8% are EAL</p> <ul style="list-style-type: none"> • 84% Keep Up Not Catch Up • 38% require SaLT and language link interventions • 17% require Motor Skills United • 25% require targeted emotional support • 8% require play levels development • 8% require occupational therapy • 83% require Sensory Circuits
3	<p>Our aim is 100% attendance. 96% and above is deemed ‘satisfactory’ by OfSTED. None of the Pupil Premium children have 100% attendance. 50% have attendance of 94% or less.</p> <p>Attendance is carefully managed by the Headteacher and Attendance Officer in line with the LA policy.</p> <p>Where children have lower attendance in the vast majority of cases it is due to sickness.</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.

Related to challenge number(s)	Intended outcome	Success criteria
1.	Pupil Premium children make at least expected progress from their individual starting points in Reading, Writing and Maths.	End of year data indicates that children make expected progress from on entry assessments.
1. 2.	The gap is narrowed in the progress and attainment of PP and non-PP children.	<p>Needs are identified and children are supported and tracked closely to ensure they make accelerated progress to catch-up.</p> <p>Children have opportunities to rehearse, practice and consolidate key skills in phonics, reading, spelling, handwriting and mental and written maths.</p> <p>Support staff and class teachers support learning effectively, identifying and address learning gaps and misconceptions.</p> <p>Monitoring shows staff adapt teaching to respond to the strengths and needs of all pupils.</p> <p>Teachers have been provided with professional development which enables them to continue to improve quality first adaptive teaching strategies to meet the needs of all learners.</p>
1. 2.	A reading culture that ensures all children read regularly and develop a love of books is embedded throughout the school community.	<p>All staff continue to develop expertise in teaching phonics using RWI methodology supported by Reading Leads and RWI specialist.</p> <ul style="list-style-type: none"> • Lesson preparation time • Training/CPD <p>All children are exposed to rich, purposefully selected vocabulary throughout the curriculum. This is translated and shared with parents/carers as appropriate.</p> <p>Children are taught phonics daily by skilled, knowledgeable staff demonstrating rigorous fidelity to scheme.</p> <p>Children accurately read a phonically appropriate text in daily RWI sessions.</p>

		<p>Following half-termly 1:1 assessments, Reading Leads:</p> <ul style="list-style-type: none"> • Ensure that children are in appropriate phonics group • Identify children to participate in 'Keep up Not Catch Up' to preventing them from falling behind. <p>Discussions with the children, book areas in classrooms and displays show the school's love of books and our reading culture.</p> <p>Children are regularly read to by staff, sharing stories, aspirational class texts with new vocabulary. Staff choose the best books to read aloud.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading.</p> <p>Children are provided with appropriate reading materials for home learning and parents are engaged.</p> <p>Reading Leads offer ongoing support to parents in the teaching of reading through:</p> <ul style="list-style-type: none"> • Information evenings • Informal meetings and telephone conversations • Emails with links to training/support for parents • QR codes are circulated to parents in order that they can access information and training <p>Increased % of PP pupils are working at ARE or above across the school in phonics and reading.</p>
2.	The language deficit for children in receipt of Pupil Premium funding is diminished.	<p>Regular input from Speech and Language specialist in school results in an ongoing increased ability in staff to support children with additional speech needs.</p> <ul style="list-style-type: none"> • CPD for staff – Language Link and SaLT • Regular assessments of children • SaLT support for parents/carers – modelling/demonstrating programmes

2.	Self-esteem and confidence of Pupil Premium children is increased through structured activities that promote and result in success and achievement in fine and gross motor skill development.	<p>Motor Skills led by SHAPES Alliance PE teacher providing excellent practice for children and CPD for staff.</p> <p>Most children make expected progress from baseline assessments. Those who do not are signposted on to other agencies where progress is not sufficient.</p>
2.	Support is provided increasing emotional resilience, social skills, and positive mental health in Pupil Premium children.	<p>Children use Zones of Regulation to describe their feelings and emotions, self-awareness and self-esteem.</p> <p>Staff are supporting children with friendship, feelings (strong feelings), attachments, change and loss.</p> <p>Staff effectively identify and support children's needs and are using ELSA strategies as appropriate.</p> <p>Learning walks and discussions with children show that they have appropriate-aged self-organisation and are being encouraged to be independent by all staff.</p> <p>Children demonstrate that they are resilient and able to learn from mistakes.</p> <p>Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p> <p>Children are accessing the Sensory Garden as appropriate.</p> <p>Children know and understand the meaning of our Core Values. Staff to teach, model and celebrate these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school – rewarded with Core Value stickers and Dojos outlined in Behaviour Policy.</p>
2.	Play levels	Children will be highly engaged and appropriately supported in their play by well-trained adults with knowledge and expertise to know when and how to intervene.
2.	Sensory Circuits	<p>Children will be supported in engaging with all aspects of the school day by participating in a sequence of relevant physical and sensory activities to alert, organise and calm the child.</p> <p>Staff will undertake the relevant CPD in order that they are confident to support individuals and groups of learners.</p>

3.	All children, including those with Pupil Premium, will meet national expectations for attendance and persistent absence.	<p>Monitoring of attendance by Headteacher and Attendance Officer Positively impacts PP pupils' attendance and decreases persistent absence.</p> <p>In line with the Local Authority the school continually reinforces the requirement for high attendance.</p> <p>Parents are informed that leave of absence will not be authorised and absence may result in penalties.</p> <p>Attendance Champion is using EBSA strategies (emotionally based school avoidance) to support appropriate children and families in partnership with HT and Attendance Officer.</p> <p>Children and parents set high value on attending school and feel well supported by the processes in place.</p>
4.	Pupil Premium children have access to a full range of provision at school including sporting and enrichment activities.	<p>Our broad and balanced curriculum provides children with a comprehensive, interesting and varied curriculum and learning experiences.</p> <p>Teachers and support staff plan a range of visits, events and experiences to inspire and enhance learning and make it memorable.</p> <p>Children have access to a range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for all staff - Read Write Inc. Phonics	Ruth Miskin's mission statement: 'We train you to teach every child to read.' <ul style="list-style-type: none"> ➤ RWI approach ensures consistency in teaching through fidelity to scheme ➤ Training for all staff ➤ High quality resources ➤ Support from RWI colleagues and English Hub ➤ Data from previous cohorts 	1. 2.
Ensure that staff are suitably equipped to design learning that enables pupils with SEND.	Adaptive Teaching Strategy – based upon EEF research <ul style="list-style-type: none"> ➤ Create a positive and supportive environment for all pupils, without exception ➤ Build an ongoing, holistic understanding of your pupils and their needs ➤ Ensure all pupils have access to high quality teaching ➤ Complement high quality teaching with carefully selected small-group and one-to-one interventions ➤ Work effectively with teaching assistants 	1. 2.

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Keep Up Not Catch Up' RWI intervention.	Standards overtime: 84 children access this targeted intervention to support expected progress in Read write inc phonics	2
SALT <i>Speech and language therapy</i> Buy back therapist time Follow up therapy delivered in school	CPD: All staff received CPD delivered by Balanced Service Speech and Language therapist Progress SALT: 22 children receiving SaLT assessment and regular follow up therapy in school- all 22 children are making measurable progress against their SaLT outcomes	2

	Language Link: 44 children screened 27 children identified for 6 targeted support groups- impact not yet measured	
Motor Skills United	Progress: 12 children currently access the Motor Skills United intervention- all 12 children are making progress in relation to their physical development outcomes	2
Legotherapy	6 children currently receiving Legotherapy to develop social communication in a controlled group environment	2
Sensory Circuits	22 children to benefit from the development of the Sensory Garden to provide a designated space and appropriate resources for targeted sensory circuits throughout the day	2

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

Budgeted cost: £2,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised educational visits and visitors to school.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1
Subsidised attendance at out of school enrichment clubs.	Positive impact on physical and mental health and wellbeing.	2
EBSA available to support Attendance	Stockport LA Psychology Service EEF research states that personalised approach is highly successful (engagement with parents and families)	3
Monitoring of attendance and support for families	Stockport EWO Attendance Policy – HT and Attendance Officer	3

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Reception cohort 2023 – 24

100% of the Pupil Premium children in all year groups made good progress in reading, writing and maths.

Reception cohort 2023 – 24

100% met GLD.

Year 1 cohort 2023 – 24

All made good progress and all but 1 child passed the screening check.

63% of the Pupil Premium children met or exceeded Age Related Expectations in writing.

51% of the PP children met or exceeded ARE in maths.

Year 2 cohort 2023 – 24

All of the PP children made good progress in reading, writing and maths.

66% children who retook the phonics screening check passed in summer 2024.

28% met or exceeded ARE in writing.

43% met or exceeded in maths.

Interventions/support in place 2023 – 24 :

67% of children in receipt of Pupil Premium undertook 1 or more of the following interventions.

- Children participated in additional reading interventions
- Children were supported by Keep Up Not Catch Up and had additional Speed Sound lessons in phonics
- Children had SaLT as appropriate
- Motorskills interventions supported fine and gross motor impacting on handwriting
- Staff produced tailored home learning packs to support children's individual needs
- Learning Support Service provided support to TAs and teachers

All Pupil Premium children undertook free after school enrichment activities as requested.