

# Pupil premium strategy statement – Robert Miles Infant School

This statement details our school's use of pupil premium (and recovery 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	115
Proportion (%) of pupil premium eligible pupils	24% (27/113 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kelly Ryan (Headteacher)
Pupil premium lead	Rosie Pilborough (Assistant Headteacher)
Governor / Trustee lead	Aisling Brown (Governor)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,123
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,081
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£34,204

# Part A: Pupil premium strategy plan

## Statement of intent

At Robert Miles Infant School our aim is for all pupils, regardless of their background, to reach their full potential, make good progress and achieve to the best of their abilities. We provide high-quality teaching and targeted support to improve the outcomes of disadvantaged pupils, including challenging our high attainers and supporting those who have additional needs, to do their very best. We want children to value their education and develop a life-long love of learning. We also strive to engage families in all aspects of their child's education and support them in having high aspirations for their children.

We expect all children to demonstrate our school ethos: Work Hard, Be Kind and our PALs (Positive Attitudes for Learning).

**Work hard:**

Be Engaged (We listen, reflect and show curiosity).

Be Brave (We are resilient, independent and seek challenge).

**Be Kind:**

Be Respectful (We are polite, honest and considerate).

Be Safe (We take care of ourselves and others).

At Robert Miles Infant School we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We are committed to:

**Narrowing the attainment gap:** We strive to close the gap between disadvantaged students and their non-disadvantaged peers, ensuring that all students have the opportunity to achieve academic success and are appropriately challenged in the work that they're set.

**Supporting well-being and development:** In addition to academic success, our focus is on the overall well-being of disadvantaged pupils. We provide tailored interventions to promote personal development, resilience, and mental health.

**Maximizing potential:** We believe that every pupil, regardless of their background, should be given the tools and opportunities to reach their full potential. Our approach involves high expectations, early identification of needs, targeted interventions, and robust monitoring.

**Ensuring equity:** Our strategy supports disadvantaged pupils in overcoming barriers to learning and participation, offering equal access to high-quality education and enrichment opportunities.

**Sustained impact:** By making evidence-based decisions and tracking progress regularly, we aim to create long-term, sustainable improvements in the educational journey and life chances of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Vocabulary:</b></p> <p>Some disadvantaged pupils in EYFS have lower than typical starting points (underdeveloped oral language comprehension, language skills and vocabulary gaps). This is evident from Reception through to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><b>Outcomes:</b></p> <p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics, than their peers, which impacts their reading and writing progress.</p> <p>At the end of Key Stage 1 (2023-2024) the number of disadvantaged pupils who attained age related expectations was significantly lower compared to non-disadvantaged pupils.</p> <p>Reading: PP 54% compared to non-PP 78% (gap of 24%).            Writing: PP 46% compared to non-PP 71% (gap of 25%).            Phonics: PP 69% compared to non-PP 84% (gap of 15%).            Maths: PP 69% compared to 84% (gap of 15%).</p> <p>At the end of Reception (2023-2024) the number of disadvantaged pupils who attained GLD was significantly lower compared to non-disadvantaged pupils.</p> <p>GLD: PP 44% compared to non-PP 65% (gap of 21%).</p> <p><i>NB: Data taken from Eazmag (end of year data 2023-2024)</i></p>
3	<p><b>Parental Engagement:</b></p> <p>Attendance figures (of parental workshops/meetings/events) demonstrate that parents of disadvantaged pupils do not always attend. A lack of response via our online communication platform (Tapestry) also suggests that these parents are less likely to access resources, guidance and information that is sent home.</p>
4	<p><b>Attendance and Punctuality:</b></p> <p>Our attendance data indicates attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils.</p> <p>2023-2024: PP 92.9% compared to non-PP 96.3% (gap of 3.4%)</p> <p>22% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p><i>NB: Attendance data taken from FFT (2023-2024)</i></p>
5	<p><b>Dual vulnerabilities:</b></p> <p>Our assessments, observations and professional discussions indicate that a number of PP pupils are also on the SEND register. In some cases, their emotional needs and behaviour can affect their attainment and progress.</p> <p>31% of PP children are PP <b>and</b> are on the SEND register (9/29 children).            38% of PP children are dual vulnerabilities PP and either SEN or EAL(11/29 children).</p> <p><i>NB: Data taken from school 'Vulnerable Grouping' document and Bromcom (November 2024)</i></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><b>Vocabulary:</b> Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➤ Work alongside feeder nurseries to enhance vocabulary skills prior to attending our school.</li> <li>➤ Implementation of Oracy curriculum across school, ensuring quality first teaching includes the teaching of vocabulary (including the use of talk partners, stem sentences, threshold words and further opportunities for children to develop oracy skills e.g. through discussion and debate).</li> <li>➤ Further development of our PSHE curriculum, to include specific lessons about communication – speaking and listening.</li> <li>➤ Further enhance our environment to ensure vocabulary is displayed on working walls and in working areas and children are encouraged to use it.</li> <li>➤ Parent information sent home explaining the importance of vocabulary and sharing examples of how vocabulary can be enhanced at home.</li> </ul> <p><b>Intended outcome:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p><b>Outcomes:</b> To close the attainment gap between disadvantaged and non-disadvantaged children (reduced by 5% for each area).</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➤ All disadvantaged pupils will receive targeted phonics tutoring and 1:1 reading interventions.</li> <li>➤ PP children will be carefully tracked and discussed during data points and pupil progress meetings.</li> </ul> <p><b>Intended outcome:</b></p> <ul style="list-style-type: none"> <li>• EYFS GLD outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard (an increase of 6% from previous year).</li> <li>• End of key stage phonics screening outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard (an increase of 6% from previous year).</li> <li>• KS1 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard (an increase of 6% from previous year).</li> <li>• KS1 writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard (an increase of 6% from previous year).</li> <li>• KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard (an increase of 6% from previous year).</li> </ul>

<p><b>Parental Engagement:</b> To improve the attendance of parents to our school events/meetings.</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➤ Parents of all disadvantaged pupils will receive a paper copy of letters which are posted on our online forum.</li> <li>➤ Parents of all disadvantaged pupils will be verbally invited to attend meetings/workshops/events.</li> <li>➤ Robust tracking of parental engagement and attendance to take place across school and monitored regularly.</li> <li>➤ Homework meeting with each PP parent, to share information about homework and strategies to support.</li> </ul> <p><b>Intended outcome:</b></p> <ul style="list-style-type: none"> <li>• 100% of parents of disadvantaged pupils will attend meetings/workshops/events either on the day of proposed event or at another suitable time.</li> <li>• An increase in disadvantaged children reading at home and completing their homework.</li> </ul>
<p><b>Attendance &amp; Punctuality:</b> To achieve and sustain improved attendance for our disadvantaged pupils.</p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➤ There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</li> <li>➤ Attendance figures shared at regular points throughout the year (parent meetings/learning summaries/reports).</li> </ul> <p><b>Intended outcome:</b> Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>- the percentage of disadvantaged pupils who are persistently absent being no more than 10% lower than their peers.</li> <li>- the outcomes of disadvantaged children will be in line with their peers.</li> </ul>
<p><b>Dual Vulnerabilities:</b></p>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>➤ All disadvantaged pupils with another vulnerability (SEN or EAL) will be priority to receive targeted phonics tutoring and 1:1 reading interventions.</li> <li>➤ EAL parent communication support - parent workshops, translations.</li> <li>➤ SEN stay and play sessions.</li> <li>➤ SEN review meetings.</li> <li>➤ SEN half-termly newsletter.</li> </ul> <p><b>Intended outcome:</b></p> <ul style="list-style-type: none"> <li>• % of children with dual vulnerabilities who attain at the end of the year will increase.</li> </ul>

## 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: £ 18,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Lead employed to monitor class teaching focused on disadvantaged pupils, giving feedback and advice for staff to improve on their offering for these children.</p> <p>£2000</p>	<p><a href="https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupilpremium-how-schools-are-spending-the-funding-successfully</a></p> <p>Schools must spend their pupil and recovery premium in line with a <a href="#">‘menu’</a> of approaches, based on expert evidence of what works when it comes to improving the outcomes of disadvantaged children.</p> <p>Schools must allocate spending across the following three key areas:</p> <ul style="list-style-type: none"> <li>• Support high-quality teaching, such as staff professional development</li> <li>• Provide targeted academic support, such as tutoring</li> <li>• Tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing.</li> </ul> <p><a href="https://educationhub.blog.gov.uk/2023/04/04/what-is-pupil-premium-funding-for-schools-how-benefit-child/">https://educationhub.blog.gov.uk/2023/04/04/what-is-pupil-premium-funding-for-schools-how-benefit-child/</a></p>	<p>1,2,3,4,5</p>
<p>Renewal of our SSP (Read, Write Inc.) for use of portal (effective CPD for staff, access to resources and videos sent home to parents), development day (CPD for all staff and reading lead).</p> <p>£1035</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Ensure home learning is of high quality e.g. providing practical strategies with tips, support and resources to assist learning.</p> <p><a href="#">EEF Parental Engagement</a></p>	<p>1, 2, 3</p>

<p>Tapestry to engage parents in their child's learning and provide models for practising phonics. Tapestry also provides access to texts which pupils may not have at home.</p> <p>£492</p>	<p>Consider how to tailor school communication to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p><a href="#">EEF Parental Engagement</a> <a href="#">The EEF Guide to Pupil Premium</a></p>	<p>3</p>
<p>Oracy Project - continue embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>£1000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">EEF Communication and Language Approaches</a></p> <p><a href="#">Voice 21 Impact Report</a> We know that spoken language skills are one of the strongest predictors of a child's future life chances and therefore it is vital that all children are given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few. When the progress of children whose language skills were 'delayed' at age 3 was tracked, researchers found that household income matters. Children in poverty were only half as likely to catch up with their peers than 'delayed' children from richer households. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p>	<p>1, 2</p>
<p>Employment of full time SENDCo with 0.3 release time.</p> <p>£13,393</p>	<p>Whilst the attainment and achievement of PP pupils is a collective responsibility, having a full time SENDCo will support further those pupils who are PP and SEND and will help support strategic decisions which can impact positively upon SEN pupils who are also PP. The role of the SENDCo will be to help narrow this gap, supporting these pupils with their academic as well as social and emotional needs helping them work towards their potential.</p> <p>SENDCOs have a specialised knowledge of the steps practitioners can take to support pupils with additional needs. <a href="#">EEF   Blog   Role of SENDCo</a></p>	<p>2, 3, 4, 5</p>

Attendance network  £300	Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.  <a href="#">EEF   Attendance Blog - Impact on Disadvantaged Pupils</a> <a href="#">DfE Improving School Attendance</a>	4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,802.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA On-going training for ELSA specialists in school (x2 TAs), TA time to delivery ELSA sessions, attendance to ELSA network meetings (release cover).  £3968.25	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.  <a href="#">EEF   Social and Emotional Learning</a> <a href="#">The EEF Guide to Pupil Premium</a>	2,3,4,5
PP readers undertaken by regular, trained reading volunteers  Reading lead release time to train volunteers  £400	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">EEF One to One Tuition</a>	1,2
Teaching assistant working in identified year groups, focusing on PP and phonics  £3306.42	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: Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  Research which focuses on teaching assistants who provide one to one or small group targeted interventions	1, 2



	<p>shows a stronger positive benefit of between four and six additional months on average.</p> <p><a href="#">EEF   Teaching Assistant Interventions</a></p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">EEF   One to one tuition</a></p> <p>And in small groups:</p> <p>Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds.</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Early literacy approaches   EEF</a></p>	
<p>SALT - TA release time to work with target children and to attend meetings with external professionals.</p> <p>£1653.21</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p><a href="#">EEF   Oral Language Interventions</a></p>	1,2
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£2475</p>	<p>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:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1

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

Budgeted cost: £4181.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Families supported financially –</p> <ul style="list-style-type: none"> <li>• wraparound care (entitlement to 10 free sessions a year) £2632.50</li> <li>• uniform e.g. free book bag, year 2 leavers jacket (subsidising) £333</li> <li>• trips and residentials (subsidising) £540</li> </ul>	<p>There is some evidence that providing free, universal before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour or school attendance. <a href="#">The EEF Guide to Pupil Premium</a></p>	<p>3,4</p>
<p>PP lead and x3 other member of staffs to take PP children out for an 'experience' 3 times a year. £672.62</p>	<p>On of the key areas for spending PP funding is: - Tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing. <a href="https://educationhub.blog.gov.uk/2023/04/04/what-is-pupil-premium-funding-for-schools-how-benefit-child/">https://educationhub.blog.gov.uk/2023/04/04/what-is-pupil-premium-funding-for-schools-how-benefit-child/</a></p>	<p>3,4</p>

**Total budgeted cost: £34,204**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes for Disadvantaged Pupils 2023-2024

Year Group	No. and % of children in receipt of PP	% of PP children achieving GLD	National
Reception	29% (9/31 chn)	44% (2/9 chn)	52%

Year Group	No. and % of children in receipt of PP	% of PP children passing Phonics Screening	National
Year 1	25% (13/52 chn)	62% (8/13 chn)	68%

Year Group	No. and % of children in receipt of PP	% of children achieving at ARE	National (LA – Dashboard)
Year 2	26% (13/49 chn)	<b>Reading:</b> 54% (7/13 chn)	57%
		<b>Writing:</b> 46% (6/13 chn)	49%
		<b>Maths:</b> 69% (9/13 chn)	59%
		<b>Combined:</b> 46% (6/13 chn)	

#### Attendance

Year Group	% of PP attendance	National	% of persistent absentee attendance	National
Reception	90%	90%		
Year 1	94%	91%		
Year 2	95%	94%		
Whole School	93%	92%	22%	28%

*NB: Attendance data taken from FFT/*

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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 or recovery premium funding.*