

Pupil premium strategy statement – Filey CE Nursery & Infants Academy

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	199
Proportion (%) of pupil premium eligible pupils	39%
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 2025-2026 2026-2027
Date this statement was published	28 th November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Mrs Angela Clark
Governor / Trustee lead	Mrs Christine Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88960
Pupil premium funding carried forward from previous years	£4453
Total budget for this academic year	£93413

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under achievement. These include pupils who are entitled to Free School meals (FSM), those Looked After (or previously Looked After) by the Local Authority and children of Armed Service Personnel. 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 consider the challenges faced by our vulnerable pupils and the activities we have outlined in this statement which are intended to support their needs, regardless of whether they are disadvantaged or not.

Our objectives for our disadvantaged pupils;

- Pupils make good progress and reduce/close the attainment gap from their starting points.
- Pupils are well supported academically, socially and emotionally – resulting in them being ready for the next stage in their educational journey.
- Pupils will develop knowledge, skills and experiences that will support their futures - providing them with self-belief and ambitious aspirations
- Raise pupil attendance

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. Our strategy will continue to consider where additional support is required to develop pupils' personal development and wellbeing.

Our whole staff team have a shared vision that all pupils, irrespective of their background and situation, will have their needs met and access an inclusive, knowledge rich curriculum. We strive to ensure that all of our pupils leave Filey CE Nursery and Infants Academy with a desire to succeed and demonstrate that they are well prepared for the next steps in their education.

Challenges

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

Challenge number	Detail of challenge
1	<p>Teacher assessments Autumn 2024 identify gaps in attainment between pupil premium groups and non-pupil premium groups in reading, writing and maths – see below:</p> <p>44% (11 out of 25) Year 2 Pupil Premium children are on track to meet the expected standard or above in Reading 2025 compared with 78% (32 Out of 41) non Pupil Premium children -34%</p> <p>40% (10 out of 25) Year 2 Pupil Premium children are on track to meet the expected standard or above in Writing 2025 compared with 71% (29 Out of 41) non Pupil Premium children -31%</p> <p>36% (9 out of 25) Year 2 Pupil Premium children are on track to meet the expected standard or above in Maths 2025 compared with 73% (30 Out of 41) non Pupil Premium children -37%</p>
2	<p>Initial Year 1 Phonic Screening shows that 44% (7 out of 17 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2025 compared with 76% (25 out of 33) non-pupil premium children.</p> <p>Initial Year 2 Phonic Screening for the children that did not pass the check in Year 1 shows that 44% (4 out of 9 children) of Pupil Premium are on track to meet the expected standard in the Phonic Screening Check July 2025.</p>
3	<p>Teacher assessments identify Language development as a target area for pupil premium children 2024-2025</p> <p>Deliver speech and language support from entry to school in the EYFS and throughout the year groups. The Neli programme is used to support Reception pupils in all areas of language development. NHS Attention Autism interventions are also being used to support listening and attention throughout school.</p> <p>Introduce Social Singing Groups & Time to Talk sessions for children's speech and language development.</p> <p>Use the reading spine as a whole class approach to develop children's vocabulary including small group activities. EAL pupils to receive rhyme time intervention to support language development and phonological awareness skills.</p>
4	<p>Create experiences that widen children's vocabulary through a creative curriculum, including visits, visitors and class Enterprise projects.</p>

	Foster self-esteem in all pupils through the comprehensive school approach to develop the whole child, not just academic achievements. Offer a variety of extra-curricular activities for all children (approaching Pupil Premium children in particular) to develop language, confidence, encourage particular interests and consolidate learning. E.g. various sports, mindfulness, nurture, music, art and yoga clubs.
5	Pastoral support is provided to looked after children and any other vulnerable groups as appropriate. Family learning sessions and family reading club are specifically offered to looked after children and their carers and other vulnerable groups.

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
At least 62% of pupil premium children will achieve the expected standard in Reading at the end of year 2 July 2025 instead of 44% on track Autumn 2024. At least 56% of pupil premium children will achieve the expected standard in Writing at the end of year 2 July 2025 instead of 40% on track Autumn 2024. At least 56% of pupil premium children will achieve the expected standard in Maths at the end of year 2 July 2025 instead of 36% on track Autumn 2024.	More pupil premium children will meet the expected standard in Reading, Writing and Maths at the end of Year 2 July 2025. The progress of eligible pupil premium children will be in line with non-eligible pupils as they become more confident and focused in lessons.
In 2024-2025 we aim for 82% (14/17) of pupil premium children to pass the Phonic Screening check in July 2025 instead of the 41% (7/17) on track in Autumn 2024. We aim to achieve this by providing Year 1 keep up, blending and GPC interventions and rapid catch up sessions for year 2 pupils.	More pupil premium children will pass the Phonic Screening check in July 2025
In 2024-2025 we aim for 61% of pupil premium pupils to achieve GLD by the end of the year compared with a prediction of 68% of non-pupil premium children. We aim to achieve this percentage by offering pupil premium children a variety of opportunities to	More pupil premium children in Reception will achieve GLD in July 2025.

develop their communication and language.	
Children will have a wealth of extra-curricular activities to raise self-esteem and support communication and language development. Children will be supported in small Nurture Groups during lunchtimes to aid communication and interaction.	Children will develop socially and benefit from raised self-esteem with confidence in their own abilities through a range of extra-curricular activities. Children will be able to interact and be sociable with peers during lunchtime play/ Children will be more settled and ready for afternoon learning.
Build positive relationships with pupils and parents/carers through weekly Family Learning and Family Reading Bus sessions. Pastoral support provided for looked after children and other vulnerable groups as well as supporting parents/carers.	Data will show an improvement in behaviour and attitudes to learning. Improved relationships with families. Increased confidence and aspiration for all. Parent/Carer and pupil voice.

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:

Mighty Writer Resource	£687.60
Mighty Writer small group intervention	£726.00
Handwriting Intervention	£365.52
Write from the Start	£1336.30
Small group Spelling	£548.28
Gross Motor Skills Intervention	£477.24
Movement and targeted support group	£1559.25
Daily 1-1 Readers	£4602.00
PIXL software	£2063.70
PIXL Therapies	£1651.35
TOTAL	£ 14017.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium children will as appropriate receive small group 'Mighty Writer' intervention.</p> <p>Pupil Premium children will as appropriate receive small group handwriting support.</p> <p>Pupil Premium children will as appropriate receive small group spelling intervention.</p> <p>Pupil Premium children will as appropriate receive daily 1-1 reading opportunities.</p> <p>PIXL Therapies will be used as targeted interventions for reading comprehension and mathematics.</p>	Teacher assessments identify gaps in attainment between pupil premium groups and non-pupil premium groups in reading, writing and maths	1

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

Budgeted cost:

Year 2 Rapid catch up reading programme £570.18

SEND reading programme £1593.00

Year 1 Keep Up Intervention £2894.76

Year 1 1:1 Word Reading Intervention £566.40

Year 1 Blending Intervention £789.00

Year 1 GPC Intervention £566.40

TOTAL £6979.74

Neli Sessions £3333.36

Reception Class Attention Interventions £1763.28

Time for Talk sessions £1741.67

Social Singing Groups £1315.80

Reception 1-1 phonic interventions £6138.39

Small group phonic blending interventions £1601.32

SEND Phonics programme £1601.32

Rhyme Time £1601.32

Reading Spine £400.00

TOTAL £19496.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
We aim to achieve this by providing Year 1 keep up, blending and GPC interventions and rapid catch up sessions for year 2 pupils.	44% of Pupil Premium children were on track to meet the expected standard in Autumn 2024.	2
<p>Deliver speech and language support from entry to school in the EYFS and throughout the year groups where necessary.</p> <p>The Neli programme is used to support Reception pupils in all areas of language development.</p> <p>NHS Attention Autism interventions are being used to support listening and attention.</p> <p>Introduce Social Singing Groups & Time to Talk sessions for children's speech and language development.</p> <p>Introduce Rhyme Time intervention for EAL pupils to support language development. Reading spine to develop children's vocabulary.</p>	Teacher assessments identify Language development as a target area for pupil premium children 2024-2025	3

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

Budgeted cost:

Lunchtime Nurture Group £7500.06
Lunchtime 1-1 Support £5197
After school PE £1583.52
After school Choir £1583.52
Lunchtime Art £763.60
Lunchtime mindfulness £849.00
Lunchtime Yoga £620.92
Lunchtime Church Group £594.00
Lunchtime Music £620.92
Sliding In £509.06
Outdoor Education £1420.48
Theatre Visits £2449.32
Music Events £1405.16
Museum & Farm Visits £1005.48

Living Egg Project & Animal Visits £1194.00

Lyfta £1000.00

PE Specialist £2650.00

TOTAL £ 29731.12

Pastoral Support £7263

Pastoral Resources £1200.00

Family Learning Sessions & Adult Learning £6456.96

Maths & Literacy lead sessions for parents £1200.00

Yorks100 project research into early intervention from 0-5 £1500.00

Family Reading Club £1415.88

My Happy Mind Resources & Training £1170.32

‘Boromi’ Resources £710.00

Reading Bus Resources £500.00

Monitoring of Attendance Data £2600.00

TOTAL £24016.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children will have a wealth of extra-curricular activities to raise self-esteem and support communication and language development. Children will be supported in small Nurture Groups during lunchtimes to aid communication and interaction. Use Lyfta resources as a tool for children to reflect and learn about the world around them.	The vast majority of our pupil's experiences prior to entry are impoverished, in particular those from disadvantaged backgrounds.	4
Offer Family and adult learning sessions weekly in school. Further develop My Happy Mind across school to create positive well-being for all, and to build lifelong confidence and resilience. Pastoral support provided for looked after children and other vulnerable groups as well as supporting parents/carers.	Due to a number of our families having low level Literacy and Numeracy skills we offer Adult Learning sessions in school to develop their own basic skills. Enabling parent/carers to support their own children's learning	5

Introduce 'Boromi' resource for families to use at home. 'Boromi' creates playful moments, positive interactions and loving connections, which supports children's brain development in the early years.		
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Total budgeted cost: £94240.72

Over spend £ 5340.12

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 6 PP children were on track to achieve GLD in Autumn 2023, 9 PP achieved GLD in July 2024.
- Maths - 12 pupil premium children were on track to meet the expected standard in Autumn 2023 and 15 achieved the standard in July 2024
- Reading - 10 pupil premium children were on track to meet the expected standard in Autumn 2023 and 14 achieved the standard in July 2024
- Writing - 10 pupil premium children were on track to meet the expected standard in Autumn 2023 and 14 achieved the standard in July 2024
- 6 children received the Neli intervention and all 6 saw an improvement in their standard score. The exit screening showed 5 of the 6 children no longer had concerns in their language development.
- Those 5 children achieved ELG for communication and language and 2 of those children achieved GLD.
- Pupil Voice I enjoy coming to school: 65% always 34% sometimes

