



## Suffield Park Infant Pupil Premium Plan 2024-25

The pupil premium funding is given to schools to support eligible groups of children. Suffield Park Infant and Nursery School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. We are required to publish online information about how we have used the premium as part of our pupil premium strategy. Our aim in using the pupil premium funding is to reduce any external or internal barriers to learning so they can make progress in line with the rest of the children in the school and reach their full potential. The way we allocate funds is in line with creating young pupils who can be safe, supported and independent learners who will have high aspirations for their future. This is how we intend to spend our Pupil Premium allocation within the current academic year.

### Pupil Premium Plan 2024-25

Summary Information							
School: Suffield Park Infant and Nursery School							
Academic Year	2024-25	Total PP Budget	£42,920			Date of most recent PP review	Nov'24 2024
Total number of Pupils:	130	Number of pupils eligible for PP: 23	YR	5	Date for next PP review	Nov' 2025	
			Y1	7			
			Y2	11			
In school Barriers to attainment for pupils eligible for PP							
SEN and Health Needs			<p>Some children need additional support to access the curriculum fully. Children benefit from a higher ratio of adult to child within the setting particularly in Early Years.</p> <p>Many children enter school having poor expressive and receptive language below or well below what is expected for their age. This is a significant barrier to accessing the curriculum. Their poor pronunciation skills impact significantly on their reading and writing ability also and their ability to apply the phonics skills they have been taught. In</p>				

	EYFS in particular, poor speech and language is a social barrier to learning. In an Infant School this impacts on all areas of the curriculum. The school has significantly higher % of SEND children than national. SEMH needs are a significant barrier to learning for some PP children.
Safeguarding Concerns	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expressing emotions. This can be a barrier to engagement and learning
Attendance and Punctuality	Some of our pupil premium children have less than satisfactory attendance or a number of late arrivals. This impacts on their learning when they are not at school. The families benefit from a parent support advisor to support them in this.
Lack of appropriate support from home	Some of the children do not have the resources at home to support their learning so need to be provided with these. Some families need support in how to help their children with their learning at home particularly during a pandemic where normal school engagement activities may not be possible.
Lack of cultural experiences	Many of our children have not had access to a range of cultural experiences so find this area difficult to understand. Some of the children haven't visited or seen places of cultural interest in their locality. Transport to locations can be inaccessible
Emotional Wellbeing	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expressing emotions. This can be a barrier to engagement and learning.
<b>External barriers to attainment for pupils eligible for PP</b>	
Housing Issues	Eviction or inadequate housing causes anxiety amongst some of our PP children and their families. It can impact their attendance but also their emotional well-being which can then affect their ability to learn.
Safeguarding Concerns	Some of the children have challenging home or family circumstances. This can cause anxiety, worry and difficulty in expressing emotions. This can be a barrier to engagement and learning.

Parental Need	Some parents of PP children find it difficult to support their children in their emotional and learning needs. Support for parents for eg. Housing, food bank provision, travel, adult education and support from other agencies.
Limited experiences beyond school	Some of these children have limited social interactions and opportunities to develop their social and emotional skills. They may not have the resources or the adult support that helps to develop language skills that are often needed by some of our pupil premium children. They often also lack in appropriate enriching cultural and enrichment experiences.

### Teaching (for example, CPD, recruitment and retention)

Desired Outcome	Activity	Evidence that supports this approach	Staff Lead	Cost	Review implementation
Children are exposed to quality first teaching	<i>The school is a part of VNET and uses the associated CPD to improve outcomes for children.</i>	VNET supports CPD through evidence informed practice	NS	£3,000	
Children are exposed to quality first teaching	<i>New staff are recruited and effectively trained in areas of priority for the school such as Phonics and Nurture</i>	EEF- Special education needs in Mainstream Schools EEF- IMPROVING LITERACY IN KEY STAGE 1	NS	Nurture £1,000	

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

Desired Outcome	Activity	Evidence that supports this approach	Staff Lead	Cost	Review implementation
PP children who fall behind in phonics are identified and intervention implemented	<i>Phonics 1-1 intervention for pupils across the school</i>	EEF- Special education needs in Mainstream Schools EEF- IMPROVING LITERACY IN KEY STAGE 1		£19,380	
Pupil premium are assessed by trained staff and speech and language needs are met through appropriate intervention	<i>Wellcomm Intervention</i>	EEF- Special education needs in Mainstream Schools		£2,800	
Children's social, emotional and mental health needs are addressed	<i>A Nurture Units is operation within the school supporting children's specific SEMH needs via the 6 principles of Nurture</i>	EEF- Special education needs in Mainstream Schools		£2,044	
Children are supported emotionally and are ready to engage in learning	Individual counselling provided by 'Seahorse Support.' (emotional and wellbeing practitioner)  Play therapy student	EEF- Special education needs in Mainstream Schools		1,2,3 £5,000	
PP children show accelerated progress in maths	<i>Provide Maths Whizz subscription to allow children to access quality match intervention, which is</i>	Positive school data shows the impact of Maths Whizz alongside quality first teaching		£4000	

	<i>personalised to their learning stage.</i>				
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Desired Outcome</b>	<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Staff Lead</b>	<b>Cost</b>	<b>Review implementation</b>
Where possible financial barriers to full participation in school life are removed	PP to be funded for trips, clubs, paid visitors into school, Cool Milk to be funded for all PP children	Knowledge of parents in school catchment. Finances can be a barrier to participation		Trips £2,000 Milk £1000	
PP attendance is in line with rest of the school	Fortnightly attendance scrutiny with admin staff and HT. Identify concerns, employ strategies to support.	EEF- WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING		£1,997	
Children are safe in school due to the expertise of staff	Training of a SENCO to become DSL to ensure safeguarding is handled effectively. CPOMS is used to effectively communicate, record and monitor.	Safeguarding cases have risen in the school during the pandemic.		£940	

Children are inspired by authors and events that promote literacy.	Inspiring children by events that promote literacy e.g. author/illustrator visits.	Knowledge of the children		£800	
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**Total budgeted cost: £42, 920**