



## Pupil premium strategy statement 2022/23 (third year)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St James' C of E Infant and Nursery School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2021 2021-2022 <b>2022-2023</b> <b>(current year)</b>
Date this statement was published	October 2020-2021
Date on which it will be reviewed	October 2021 October 2022
Statement authorised by	Alex Moore
Pupil premium lead	Stephanie Sapsed
Governor / Trustee lead	Pat Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,170
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£16,170</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At St James' C of E Nursery and Infant school our **main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers.**

This year our main priorities focus on the following areas:

A. Improve oral language skills and increase children's progress in reading and writing for pupils eligible for PP.

B. Develop children's use of language and vocabulary in the EYFS.

B. Improve personal, social and emotional skills for pupils eligible for PP.

C. Improve academic attainment for PP children in maths, reading, phonics and writing.

D. Increase accessibility of out of school experiences for pupils eligible for PP.

E..To further engage with parents and carers of pupil premium children.

Our Pupil Premium plan works to achieving these objectives in the following ways:

- Whole school focus on reading and the use of vocabulary within lessons. This includes professional development training for all staff within the school on the subject of reading; moderation throughout the year to ensure judgements are correct and whole school initiatives on reading such as Read, Write, Inc training, Reading Tree training and creating a school vocabulary spine.
- Introduction of a new reading and writing curriculum to improve attainment for children in receipt of PP in reading and writing.
- Focused EYFS interventions on early language to narrow the gap between PP children and their peers in this area.
- Phonics precision interventions in place for children who are not at age-related expectations in this area.
- Social and emotional interventions determined by assessments such as the Boxall profile and teacher knowledge
- Whole school development for subject leaders across the school
- Pupil Progress Meetings used to identify Pupil Premium children and implement further in class support, where needed.
- Additional academic interventions in place to support PP children.
- Funding in place for trips, enrichment and music tuition throughout the school.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Previous low attainments against starting points
2	Children have entered the EYFS (Nursery and Reception) with lower than expected communication and language skills
3	Reading – Comprehension, usually due to lack of language development and vocabulary. This is also impacted upon by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
4	Writing – Sentence and spelling structure is not at the level we would expect from our pupils especially in KS1. Our assessments show that children are still behind in their writing. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in writing across KS1.
5	Ensuring more able disadvantaged children reach their full potential in reading.
6	Regular assessments and phonics screening show that disadvantaged pupils generally have greater difficulties acquiring the expected standard in phonics in comparison to peers. This negatively impacts their development of early reading
7	Our assessments show that our results are in line with national average, children in receipt of pupil premium are not achieving the expected standard.
8	Attendance – levels of absence against a small number of PP children.
9	Self Esteem and emotional difficulties. Our observations and Boxall Profile Assessments indicate that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies and current research.

## 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.

We are now in the third year of our current cycle.

Intended outcome	Success criteria
<p>To ensure that all pupils, but particularly those from disadvantaged homes—leave the Early Years with a high quality and well-rounded grounding in early literacy, language and communication</p>	<p>Children to leave the EYFS with ELG for communication and language skills.</p> <p>Recommendations from the EEF document 'Preparing for Literacy' will be built into everyday practice in our Early Years.</p> <p>Staff will be trained in a range of speech and language interventions to support children in the EYFS.</p>
<p>Children will have greater comprehension/understanding of the books that they are reading in class and independently</p> <p>Children will have access to a high quality literature, which will aid their development of language and comprehension.</p>	<p>Children will have 95% comprehension of the books they are reading (as recommended by Chris Quigley and taken from Daniel Willingham 'Can reading comprehension be taught?' September 2014</p> <p>The school will have a high quality reading spine that provides our pupils with PP with high quality, progressive texts.</p> <p>The school will have a detailed vocabulary spine in place, which ensures that children have 'language for thinking' and taught a vast range of tier 1-3 vocabulary.</p> <p>The school will have a reading curriculum that ensures a clear progression of quality texts across the school.</p>
<p>Children in receipt of pupil premium will achieve the expected standard, or above, in writing and reading at the end of KS1.</p>	<p>Children in receipt of the pupil premium will leave KS1 with expected (or above) in writing and reading.</p>
<p>Disadvantaged children to access intensive catch up support to reduce the learning gaps created from school closures.</p> <p>Disadvantaged children identified for waves of intervention to reduce the learning gaps from school closures.</p>	<p>Accelerated progress for children in receipt of interventions and other targeted support including one to one RWI Fast Track Tutoring, Talk Boost and LLLR programme</p> <p>The difference between disadvantaged and non-disadvantaged pupils attainment is less than 5% within the school.</p> <p>Disadvantaged pupils' attainment is in line with national 'other'.</p>

<p>Attendance – continue establishing good attitudes to attendance and punctuality from Nursery, so that all year groups have attendance above average.</p>	<p>Overall attendance for disadvantaged pupils, including EYFS, is at/greater than <b>96.5%</b></p>
<p>Ensure that after the recent COVID pandemic, our pupil's mental health is a priority and that all our children remain resilient and ready to learn.</p> <p>Ensure that pastoral concerns do not hinder learning that is taking place.</p>	<p>Understanding children's mental health is engrained into staff CPD.</p> <p>Children are happy to communicate how they are feeling to staff and are willing to discuss any pastoral concerns they have.</p> <p>Children have a variety of means in which they can discuss their mental health in school and be taught that any issues they have will be treated with care and compassion.</p> <p>Staff are trained in identifying mental health issues in their pupils, deliver interventions, and help to support them with this.</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: £ 3, 677

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School to purchase Literacy Curriculum reading and writing resource. £300</i></p> <p><i>Deputy Head teacher and KS1 Lead to attend remote reading training provided by The Literacy Curriculum £200</i></p> <p><i>Deputy and KS1 lead to train teachers in use of Literacy Curriculum Programme.</i></p> <p><i>Class teachers to attend remote planning workshops/surgeries provided by The Literacy Curriculum (5x£200) £1000</i></p>	<p>DFE Guidance – The Reading Framework – Teaching the Foundations of Literacy July 2021</p> <p>EEF Guidance Report – Preparing for Literacy</p> <p>EEF Guidance Report – Improving literacy in KS1</p> <p>Different testimonials from schools already using The Reading Curriculum</p> <p><b>“The Literary Curriculum has without question brought about a dramatic improvement in the quality of children's writing - particularly the boys - and I was so proud at our cross-school moderation meeting when our children's writing had all sorts of literary features which they were using very naturally”</b></p> <p><b>Dan Paton, Deputy Headteacher, Arnot St Mary, Liverpool</b></p> <p><b>“The themes and lessons are both engaging and exciting and the plans are full of ideas we would never have thought of but which make learning practical and clear. The children read good quality texts and explore challenging concepts which has led to valuable discussions and some brilliant writing for a range of purposes.”</b></p> <p><b>Anne McGrath, Deputy Head, St John's C of E, Caterham</b></p>	<p>3, 4 and 5</p>

<p><i>Head and English Lead to work alongside DBE School Improvement Services Limited to plan progressive, clearly sequenced curriculum for reading and writing across the school.</i> £1500</p>	<p>EEF Guidance Report – Preparing for Literacy</p> <p>EEF Guidance Report – Improving literacy in KS1</p> <p>Daniel Willingham 'Can reading comprehension be taught?' September 2014</p> <p>"The Early Catastrophe: The 30 Million Word Gap by Age 3" by University of Kansas researchers Betty Hart and Todd R. Risley. (2003).</p>	<p>3, 4 and 5</p>
<p><i>Train staff in Learning Language and Loving it programme – The Hanen Programme and implement in the Nursery.</i> (2x8 mornings) £677</p>	<p>EEF Guidance Report – Preparing for Literacy</p> <p>Programme funded by DfE and EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-efficacy">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/learning-language-and-loving-it-efficacy</a></p>	<p>2</p>

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

Budgeted cost: £ 26,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI 1.1 Fast Track intervention will be used to improve the development of Early Reading for disadvantaged pupils.</i></p> <p><i>Daily Reading Fluency practise.</i></p> <p><i>Support from English Hub who the school is now partnered with.</i></p> <p><i>(30 mins per day)</i> £17,516</p>	<p>EEF Toolkit</p> <p>DfE Guidance – The Reading Framework – Teaching the Foundations of Literacy July 2021</p> <p>Deep Dive into Reading course delivered by Orgill Reading Hub in which it was stated that children learn better when using an approach they are used to which in our case is Read, Write, Inc.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4, 5 and 6</p>
<p><i>Children to be provided with provision teaching methods in maths, so that specific</i></p>	<p>EEF Toolkit</p> <p>National Centre For Excellence in the Teaching of Mathematics (NCETM)</p>	<p>1, 5 and 7</p>

<p><i>can be targeted within lessons</i></p>	<p>EEF Guidance – Supporting pupils with SEND</p> <p>EEF Blog by Kirsten Mould – 5 evidence based strategies to support high quality teaching for pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
<p><i>Children in receipt of pupil premium who have been identified as falling behind will receive bespoke individualised intervention.</i> <i>( hour per week)</i> <i>£8508 per child</i></p>	<p>The DFE recommend high quality input and intervention to enable rapid progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching</a></p>	<p>6, 7 and 9</p>

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

Budgeted cost: £ 825

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Time to Talk group provided for pupils in the EYFS</i></p> <p><i>(1 hour per week) £500</i></p>	<p>EEF Toolkit</p> <p><u>'Save the Children, 2015, Investigating the role of language in children's early educational outcomes published by Roulstone et al., 2011</u></p>	<p>2 and 9</p>
<p><i>Socially Speaking Group provided for pupils in KS1</i></p> <p><i>Nurture Groop provided in KS1</i></p>	<p>EEF Toolkit</p> <p><u>'Save the Children, 2015, Investigating the role of language in children's early educational outcomes published by Roulstone et al., 2011</u></p>	<p>9</p>
<p><i>Boxall Profile purchased to assess children's emotional needs and targets fed into nurture group and any relevant IEP targets</i></p>	<p>NURTURE UK - Why is the Boxall Profile so important for children in nurture? 16 October 2017 – Dr Florence Ruby</p>	<p>9</p>

<p><i>Beyond the Boxall Profile purchased so that Nurture group is planned for using development steps from the profile itself</i></p> <p><i>Deputy Head to attend 'Supporting Children's Mental Health Training'.</i></p> <p><i>Deputy Headteacher to train staff in use of The Decider Skills app to use with specific pupils.</i></p> <p>£325</p>	<p>2015 review of studies into the effectiveness of nurture groups by Hanna Bennett found an increase in social, emotional and behavioural outcomes in the majority of children. ... Of these children, 87 per cent were able to return to mainstream classes within one year</p> <p>CBT &amp; DBT EvidenceA summary of the evidence basis for Cognitive Behaviour Therapy (CBT) and Dialectical Behaviour Therapy (DBT), the psychological theory and practice that serve as the foundation for the Decider Skills.</p> <p><a href="https://www.thedecider.org.uk/news-studies/news-studies/studies/cbt-dbt-evidence/">https://www.thedecider.org.uk/news-studies/news-studies/studies/cbt-dbt-evidence/</a></p>	
<p><i>Embedding principles of good practice set out in the DFE's Improving School Attendance Advice.</i></p> <p><i>This will involve training governors and staff in new attendance policy and procedures and appointing governors to be part of attendance panels.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	8

**Total budgeted cost: £ 30,526**

